

Indigenous Peoples in Motion: Changes, Resistance, and Globalization

LACB-3005 (3 credits)

Peru: Indigenous Peoples and Globalization

Course Description

This thematic course 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 of analytical concept of resistance and change. The course will discuss mobilization and political organization of indigenous peoples surrounding the defense of their cultures, territories, and natural environments.

Learning Outcomes

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

- Identify the multiple contemporary indigenous identities of resistance and change as a result of the process of globalization.
- Describe the relationships between indigenous Andean/Amazonian peoples with regard to the economic model of development of neoliberal economy.
- Analyze one's own perspectives about indigenous notions of modernity and development.
- Determine the effects of the globalization in the forms of life of the Andean and Amazonian Peruvian indigenous peoples as regards cultural, social and environmental dimensions.

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 Puerto Maldonado, 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. Assignment sheets for all major assignments can be found on Moodle. Final grades will be based on the total amounts of points (or percentages) earned.

Assessment

Essay	30%
Fieldwork 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.

Program 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
IPM 1	Los pueblos indígenas y la globalización (Indigenous Peoples and Globalization) (The Nature of Things – documental) <i>Verdecchia R and Suzuki D. 2011. The Real Avatar.</i> [video documental] Toronto, Canada: Canadian Broadcasting Corp. http://www.cbc.ca/documentaries/natureofthings/2011/peru/index.html	L	2	SIT
IPM 2	VA1 - AC2 Visita Proyecto Valle Sagrado (Visit to the Sacred Valley Project) Salazar, M. 2011. Peru: Rural Girls Face Barriers to Education. En: Inter Press Service News Agency http://www.ipsnews.net/2011/02/peru-rural-girls-face-barriers-to-education/ Visto el 26 de julio del 2019	ES	1	SIT
IPM 3	VA1 - AC3 Visita Comunidad de Huilloq (Visit to the Huilloq Community) Méndez, C. (1996). Incas Sí, Indios No: Notes on Peruvian Creole Nationalism and Its Contemporary Crisis. <i>Journal of Latin American Studies</i> , Vol. 28, No. 1., pp. 197-225.	ES	1	SIT
IPM 4	Pueblos indígenas, políticas públicas y cambio cultural (Indigenous Peoples, Public Policies and Cultural Changes) Yrigoyen, R. 2016. El constitucionalismo Pluralista Latinoamericano : Del multiculturalismo a la descolonización. <i>VII Seminario Internacional y Pre-Congreso de la Red Latinoamericana de Antropología Jurídica (RELAJU) - Sección Perú. Estado Plurinacional, Descolonización y Pluralismo Jurídico Igualitario. Instituto Internacional de Derecho y Sociedad. Lima, 5-7 Dic. 2016. pp. 49-72.</i>	L	2	Ramón Pajuelo
IPM 5	Resistencia e identidad indígena en Perú (Resistance and Indigenous Identity in Peru) Salazar-Soler, C. (2013). ¿Qué significa ser indio o indígena? Reflexiones sobre estas categorías sociales en el Perú andino. En:	L	2	

	http://journals.openedition.org/nuevomundo/66106 ; visto el 13 de febrero de 2018.			
IPM 6	Migración, movilidad y transformación de los estilos de vida indígenas (Migration, Mobility and Transformation in Indigenous Lifestyles) Degregori, C. 2013. Del mito de inkarrí al mito del progreso - Nuestra modernidad - Dimensión cultural de la experiencia migratoria. <i>En: Obras Escogidas III</i> . Lima: IEP, pp. 217-225, 289-306.	L	2	
IPM 7	Medicina intercultural y resistencia indígena (Intercultural Medicine and Indigenous Resistance) <i>Mathez-Stiefel SL, Rist S, Delgado F.</i> 2013. Saberes locales: un aporte clave para el desarrollo sustentable de la región andina. <i>En: Jiménez, E., editor. Evidence for Policy, Edición Regional de Sudamérica, No.6, ed. La Paz, Bolivia: NCCR Norte-Sur.</i>	L	2	Justo Mantilla
IPM 8	Pueblos indígenas y desarrollo en Perú – sesión 1 (los Andes) (Indigenous Peoples and Development in Peru – Session 1 – The Andes) <i>Esteva, G.</i> 2001. Desarrollo. <i>En: Sachs, W.</i> 2001. <i>Diccionario del desarrollo: Una guía del conocimiento como poder.</i> México D.F: Galileo, pp. 52-78.	L	2	Alex Alvarez
IPM 9	VA3 - Los movimientos sociales de los PPII de Perú (Social Movements of the Indigenous Peoples of Peru) <i>Hall T and Fenelon, T.V.</i> Indigenous Peoples: Global perspectives and movements. <i>En: Hall, T. D., & Fenelon, J. V.</i> (2016). <i>Indigenous peoples and globalization: Resistance and revitalization.</i> London: Routledge, pp 120-138. También obligatorio: <i>García A. A.</i> FENAMAD, 20 Años Después: Apuntes sobre el movimiento indígena de amazónico en Madre Dios. <i>En: Huertas, B., & García, A.</i> (2003). <i>Los pueblos indígenas de Madre de Dios: Historia, etnografía y coyuntura.</i> Lima: IWGIA.	L	2	Julio Cusurichi
IPM 10	VA3 - Pueblos indígenas en aislamiento voluntario y contacto inicial (en Madre de Dios) (Indigenous Peoples in Voluntary Isolation and Initial Contact (in Madre de Dios)) <i>Huertas, B.</i> 2003. La extracción forestal y los pueblos indígenas en aislamiento de Madre de Dios. <i>En: Huertas, B. y García, A., editores. Los Pueblos indígenas de Madre de Dios: historia, etnografía y coyuntura.</i> Copenhague: IWGIA, pp. 353-372.	L	2	Julio Cusurichi
IPM 11	VA3 – C.N. Palma Real: Charla informativa sobre PPII y conservación de la naturaleza (Royal Palm: Informative Talk on Indigenous Peoples and Conservation of Nature) <i>Ponce Marinos, M.</i> 2018. <i>Tejido Territorial Esa Eja. Más allá de áreas naturales protegidas.</i> (Pueblo Ese Eja ed.) Lima, Perú: Gama Grafica S.R.L. pp.11-16, 18-20, 29-35, 76-78	ES		
IPM 12	VA3 – C.N. Infierno: Tiempo con familias (artesanía, trabajo en chacra) (Infierno: Time with Families (artisans and chacra work)) <i>Stronza, A.</i> 1999 Learning both ways: Lessons from a corporate and community ecotourism collaboration. <i>En: Cultural Survival Quarterly Magazine 23-2: Protecting Indigenous Culture and Land through Eco-tourism.</i> https://www.culturalsurvival.org/publications/cultural-survival-quarterly/learning-both-ways-lessons-corporate-and-community Visto el 26 de julio del 2019	ES	22	SIT
IPM 13	VA3 – C.N. Infierno: Visita bosque medicinal del Centro Ñape (Infierno: visit to Medicinal Park of the Nape Center)	ES		

	<i>Balick, Michael J., E. Elisabetsky and S. A. Laird, eds. Medicinal Resources of the Tropical Forest. Biodiversity and its Importance to Human Health. New York: Columbia University Press, pp. 341-365.</i>			
IPM 14	Sesión de Reflexión: Pueblos indígenas y desarrollo en Perú – sesión 2 (Amazonía) Reflection Session: Indigenous Peoples and Development in Peru – Session 2 (Amazonia) El ecoturismo (modelo de desarrollo sostenible) en la C.N. de Infierno (discusión) (Ecotourism (Model of Sustainable Development) in the Nape Center in Infierno) (discussion)	ES	1	SIT
IPM 15	Poblaciones vulnerables y ecosistemas en riesgo (Vulnerable Population and Ecosystems at Risk) <i>Boillat, S., and Berkes, F. 2013. Perception and interpretation of climate change among Quechua farmers of Bolivia: indigenous knowledge as a resource for adaptive capacity. En: Ecology and Society 18(4): 21. http://dx.doi.org/10.5751/ES-05894-180421; visto el 14/02/18.</i>	L	2	Nilton Montoya
IPM 16	Cambio climático, pueblos indígenas y Antropoceno (Climate Change, Indigenous and Anthropocenidad) <i>Alexiades, M. (2018) La Antropología ambiental, una visión desde el antropoceno. En impresión</i>	L	2	Cass Madden
<i>TOTAL</i>			45	