

TRVL 300: PERU TRAVEL COURSE

SPRING 2023

Meeting time: TBD

Dr. David Cupery

D.cupery@mcla.edu

Office: History House #6

Office hours: 2:25 – 3:40 on T/TR & by appt.

COURSE DESCRIPTION

Experience the rich cultures, storied history and natural beauty of Peru. The Peru travel course combines several weeks of interdisciplinary classroom study and assignments with 11 days in country. The course will help students understand Peru's historical evolution, cultural diversity, and political landscape first through readings and discussion and, later, by visiting ruins, museums, indigenous villages and the capital city.

LEARNING OUTCOMES

1. Students will familiarize themselves with unique cultures and be able to contrast their own values, opportunities and experiences with those of these groups.
2. Students will be able to understand the evolution of the Peruvian region from one of the world's most powerful precolonial societies to a fast-growing middle-income country.
3. Students will be able to comprehend the tradeoffs inherent in balancing economic development with cultural and natural diversity.
4. Students will be able to situate the value of their travel within their larger college experience.

COURSE READINGS

You are asked to purchase the following book for this class:

- [Starn, Degregori and Kirk \(editors\). 2005. The Peru Reader: History, Culture and Politics. Durham: Duke University Press.](#) (denoted TPR in the readings section).

Additional readings will be either freely available on the internet or provided through Canvas.

COURSE REQUIREMENTS

Prior to and after the trip, students will meet weekly to study and discuss issues related to Peruvian culture, history and society. Students will complete required readings as well as written assignments and presentations. During the trip, students will keep a journal, addressing their experiences and daily reflection questions. After returning to MCLA, students will complete a project based on their knowledge of Peru and their experiences in the country.

GRADING AND EVALUATION

- Attendance to all class meetings is mandatory and only one excused absence (with prior instructor approval) will be permitted.
- Presentations (5%): each student will complete a short presentation, addressing a current event from within Peru. They should describe what has occurred and attempt to contextualize it with what we have learned thus far about the country. A list of recommended sources will be provided to the class after the first meeting.
- Written reflections (10%): each student will choose 2 class days to write a paragraph reflection on the day's readings. The reflection will address what the student sees as the most important takeaways from one or more of the readings as well as the questions the reading prompted.
- Spanish quiz (10%): I will not be teaching you Spanish and you are not required to have taken Spanish in order to take this trip. However, if each of you knows the most basic phrases and vocabulary you will get a lot more out of the travel. This can be done by using the Duolingo app and/or practicing with a Spanish phrasebook. You are expected to be using these resources throughout the semester and will take a short, written quiz during the days before we travel. More information will be provided in a handout.
- Reading journal (15%): each student will complete a daily, hand-written journal during our time in Peru. The journal will reflect on the day's experiences, including what they found most interesting and the impressions and questions they were left with.
- Behavior while traveling (40% of final grade): every student must be a professional representative of the US, MCLA, and this course while in Peru. This will require following **all** local laws, respecting all course rules, being sensitive to local cultural norms, having a positive attitude and being an engaged participant in all mandatory activities while in Peru.
- Presentation (20%): each student should – individually or with a partner – pick a particular aspect of Peruvian history, culture or society that they will research before and during the trip. This could be the food, the Incan architecture, the music, the traditional dress of particular indigenous groups, or any other approved topic. Students will be tasked with producing a short – 2-3 page write-up – about the topic and presenting a short – 5-10 minute presentation to rest of the class after the trip. Both the written and spoken components should draw from first-hand experiences from the travel component of the course.

Students will be evaluated on the following: attendance at on-campus classes, participation in classroom and on-site discussions, quizzes, in-class presentations, travel journals, written reflections, and a final project. Students' behavior during the travel portion of the course will also play a large role in their final grade.

SCHEDULE **Note that dates will be modified to reflect S2023 academic calendar once that information is released. Some readings may also be updated.

- **Week 1 (Thur 1/21 @ 12-12:50): Introduction to the course and country**

- “Peru country profile”. *BBC News*, 4/3/2018 [online].
- **Week 2: The Incas: civilization and conquest; intro to Cuzco**
 - “Part I: The Ancient Civilizations.” *TPR*, pp. 13-16.
 - “Part II: Conquest and Colonial Rule.” *TPR*, pp. 93-95
 - Hemming, John. “Atahualpa and Pizarro.” *TPR*, pp. 97-118
 - Bingham, Hiram. “The Search for Machu Picchu.” *TPR*, pp. 82-90
- **Week 3: Colonization & early independent Peru (forging an identity and stability); intro to Machu Picchu and the Sacred Valley**
 - De las Casas, Bartolomé. “In Defense of the Indians.” *TPR*, pp. 119-122.
 - Flores Galindo, Alberto. “The Rebellion of Túpac Amaru.” *TPR*, pp. 159-168.
 - “Part III: Republican Peru.” *TPR*, pp. 175-178; “Part IV: The Advent of Modern Politics.” *TPR*, pp. 227-230; “Part V: The Breakup of the Old Order.” *TPR*, pp. 269-272.
 - Valcárcel, Luis. “Tempest in the Andes.” *TPR*, pp. 231-234.
- **Week 4: Dictatorship, Insurgency and the war on drugs; intro to Lake Titicaca**
 - Velasco, Juan. “The Master Will No Longer Feed off Your Poverty.” *TPR*, pp. 279-284.
 - “Part VI: The Shining Path.” *TPR*, pp. 319-322; “Part VII: Manchay Tiempo.” *TPR*, pp. 353-356. “Part VIII: The Cocaine Economy.” *TPR*, pp. 407-410.
 - Guzmán, Abimael. “We are the Initiators.” *TPR*, pp. 325-331.
 - Kanwell, Jo Ann. “The Cocaine Economy.” *TPR*, pp. 425-435.
 - Saffon, Sergio. “Peru’s Shining Path Plots Unlikely Return to Power.” *Insight Crime*, 9/23/2019 [online].
- **Week 5: Politics and economics at the turn of the century; intro to Lima**
 - Blondet, Cecilia. “Villa El Salvador.” *TPR*, pp. 287-292.
 - “Part IX: The Struggle for Survival.” *TPR*, pp. 441-444.
 - Fujimori, Alberto. “A Momentous Decision.” *TPR*, pp. 460-467.
 - Kouri and Montesinos. “Bribing a Congressman.” *TPR*, pp. 474-476.
 - Salcedo, José María. “Simply Pascuala.” *TPR*, pp. 477-480.
- **Week 6: Peoples of 21st Century Peru; Peruvian cuisine; travel tips**
 - Alarcón, Daniel. “The Euphoria of Watching Peru Qualify for the World Cup for the first time in Thirty-Five Years.” *The New Yorker*, 11/22/2017 [online];
 - Collyns, Dan. “Student in Peru makes history by writing thesis in Incas’ language.” *The Guardian*, 10/27/2019 [online].
 - Janetsky, Megan. “Fears stoke backlash against Venezuelans in Peru.” *BBC News*, 8/1/2019 [online].
 - Miller, Danielle. “15 Peruvian Foods So Delicious They Will Blow Your Mind.” *Matador Network*, 8/10/2017 [online].
 - Valdes, Marcela. “The Elder Statesman of Latin American Literature – and a Writer of Our Moment.” *The New York Times Magazine*, 2/20/2018 [online].
- **Week 7: Current socioeconomic issues and debates; more travel tips**
 - Casey, Nicholas. “A Lifetime in Peru’s Glaciers, Slowly Melting Away.” *The New York Times*, 1/26/2018 [online].
 - Cervantes, Maria. “Indigenous groups in Peru are suing government over oil, mining plans – and winning.” *Reuters*, 6/27/2019 [online].

- Janetsky, Megan. “Lima’s ‘Wall of Shame’ and the Art of Building Barriers”. *The Atlantic*, 9/7/2019 [online].
- Magra, Iliana and Andrea Zarate. “Will Tourism Ruin the Rainbow Mountain of Peru.” *The New York Times*, 5/3/2018 [online].
- “Perilous Jobs in Peru”. *Al Jazeera*, 6/11/2019 [online].
- **Week 8: Current political issues and debates; logistics; Spanish quiz**
 - Nurena, César R. and Federico Helfgott. “Rings of Corruption in Peru.” *NACLA*, 6/27/2019 [online].
 - “Peru’s president opens Pandora’s box.” *The Economist*, 10/10/2019 [online].
 - Tegel, Simeon. “Why Peru’s Presidents Are Set Up to Fail.” *America’s Quarterly*, 3/13/2018 [online].
 - Zarate, Andrea and Nicholas Casey. “How a Political Crisis Seized Peru: Boom Times, Corruption and Chaos at the Top.” *The New York Times*, 10/3/2019 [online].
- **Week 9: Travel to Peru!!**
 - Don’t forget to buy and pack a travel journal so you are prepared to answer our daily discussion/reflection questions.
- **Weeks 10-11: wrap up, reflect and present your final projects.**

**The topics and readings are subject to change. If any changes are made I will let you know promptly via email and in class.

DESTINATION INTRODUCTION

Lima

The capital city and inevitable entry point to the country is home to almost 9 million people and an abundance of movement of all kinds. Present-day Lima mixes colonial architecture with high rises and sprawling slums. Amidst (and beneath) it all are the colors, flavors, and ruins of Peru’s rich indigenous cultures. Our time in Lima will be limited to two days: one at the start and one at the end of the trip. Day one will find us in the historic center of the capital, visiting the Plaza de Armas, Palacio del Gobierno, and La Catedral de Lima. This will put students in the political heart – currently and during the colonial period – of the country. To lay the groundwork for our later visits to Incan ruins, we will also visit the Museo Nacional de Arqueología, Antropología, y Historia. On the tail end of our trip we’ll spend a day in the coastal neighborhoods of Mirrafleres and Barranco, where students will be able to sample the fares of what many see as the one of the world’s most exciting culinary destinations.

Cuzco

Cuzco was the heart of the Incan Empire and the center of the struggle between the Incans and the Spanish Conquistadores. Today, while housing numerous historical and cultural sites, it is also the vibrant commercial hub of the south-central Peruvian Andes. During our 2+ days in Cuzco, students will begin their face-to-face introduction to the Incan civilization and its intersections with colonial and present-day Peru. This will include visits to local ruins, such as

Sacsaywamán, museums, and religious sites. We will also partake in a night of traditional food, music, and dancing.

Machu Picchu and the Sacred Valley

Just a quick drive away from Cuzco sits the Sacred Valley, surrounded by majestic Andean peaks and home to indigenous villages and star attraction Machu Picchu. Our three days in the Sacred Valley will begin with a day in the Pisac area. We will explore Pisac's fascinating terraced ruins and get 'lost' in the colors and smells of the town's open market. Our day will finish with a trip to neighboring Amaru, to learn about the community of weavers and their ancient trade. Day 2 will feature visits to Chinchero – to learn about Incan agricultural techniques – and Salinas – home massive salt fields since the Incan times. We will take an evening train from Ollantaytambo to Aguas Calientes, the access point to Machu Picchu. Day 3 will be spent at the world's most famous ruin site. We'll start early to see the ruins at dawn and give students plenty of time to learn about the site, hike a neighboring peak (optional), and soak in their surroundings.

Lake Titicaca

Our final destination is the world's highest navigable lake. To get there, we will take a six hour bus ride through the scenic and culturally-diverse Andean high country. At the lake itself, we will tour the floating Ururu Islands. These man-made islands have been inhabited for centuries. Our visit will allow students to learn about the unique traditions practiced there. From the floating islands, we will continue to Taquile and Amantaní Islands, where we will spend a day and a night in a sort of homestay. The students will be divided into small groups and spend a night in the home of a local family. They will share meals with the family and participate in an evening of music and dancing with the community. Back on the mainland, we will fly from nearby Juliaca to Lima, our point of departure from Peru.