

## SYLLABUS

Course information					
Code:	Not applicable	Course:	Contemporary Society and Culture of Peru		
Coordinating area / program:	International Programs		Mode:	Classroom teaching	
Credits:	3	Contact hours:	48	Autonomous study hours:	32

Contact hours									
Total:	48	Theory:	46	Practice:	0	Laboratory:	0	Evaluation hours:	2

Course pre-requisites		
Code	Course	Degree
Not applicable	Not applicable	Not applicable

Course coordinators			
Surname and first name	Email	Contact hours	Contact site
Ruelas, Abdí	aruelas@usil.edu.pe	8 a.m. – 6 p.m.	USIL Cusco Center

Instructors
Alberto Chara

Course overview
<p>This course allows students to explore and understand Peruvian society today as the result of a series of historical, anthropological and sociological processes and transformations. This fascinating journey through Peru's past and present begins with the historical background (pre-Inca and Inca cultures, European colonization and independence), providing a pathway to a better understanding of current Peruvian politics and the nation's economy, spirituality, social conflicts and environmental challenges. A wide range of field trips, ranging from government institutions to informal markets, will introduce participants to different aspects of daily life in Cusco.</p>

Course competencies	
Professional competency	Not applicable
Level of professional competency	Not applicable
USIL general competencies	Not applicable

Course learning outcomes		
General learning outcome	N°	Specific learning outcomes
Students will be able to understand and analyze Peruvian history, as well as different aspects of modern Peruvian society, both positive and negative.	1	Students will gain an understanding of Peruvian history.
	2	Students will be able to identify and describe the main characteristics of modern Peruvian culture.
	3	Students will be able to analyze the positive and negative aspects of modern Peruvian society.

Contents and study activity scheduling						
Session	Week	(hrs)	Type	Contents	Study outcomes and study activities	Resources
<b>Unit</b>	<b>1:</b>	<b>INTRODUCTION TO PERUVIAN HISTORY</b>				
Specific result:	1					
1	1	2	AP	Overview of the course: reading the syllabus. Explanation of the methodology, evaluation system and classroom norms.	Professor discusses the syllabus with the students and explains the contents, methodology and evaluation criteria.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	1	1	AA	Article assigned by the professor about Pre-Inca cultures.	Read and analyze the assignment.	Textbook: Printed and digital.
2	1	2	AP	Overview of Pre-Inca history: Culture and society of the ancient Andes.	Students study the chronology of pre-Inca cultures.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	1	1	AA	Reading assigned by the professor to accompany class activities.	Students will gain a more comprehensive understanding of the material through reading and begin looking ahead to the next section.	Textbook: Printed and digital.

3	2	1	AP	Inca history: Aspects of culture, society and tradition.	Students will gain a general understanding of Inca society.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	2	1	AA	Reading assigned by the professor and a review of the material covered.	Students will read, analyze, and connect the material to the previous class, while beginning to contemplate the content of subsequent classes.	Textbook: Printed and digital.
4	2	2	AP	An overview of colonial and republican history: Changes in society and culture?	Students will review the basic history of the colonial and republican periods.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	2	1	AA	Reading offering a more in-depth assessment of the colonial and republican periods. Review of previous notes.	Through reading and analysis, students will gain a sense of process that have affected Peruvian history and culture.	Textbook: Printed and digital.
5	3	1	AP	A holistic approach to understanding the history of Peruvian cultures, looking back to previous lectures for support.	Students will combine different topics for a deeper understanding of Peru's history.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	3	1	AA	Reading and assignment in order to supplement the professor's lecture.	Students will analyze the content of the reading; prepare questions that remain unanswered, prepare for the next class.	Textbook: Printed and digital.
6	3	2	AP	<b>Field trip</b> to the Cusco Regional History Museum.	Students will be required to explain the items contained in the museum's collection, analyzing the importance and history of the exhibits.	Field trip, museum display.
	3	1	AA	Reading and assignment to supplement the professor's lecture.	Students will analyze the content of the reading; prepare questions that remain unanswered, prepare for the next class.	Textbook: Printed and digital.
7	4	2	AP	<b>Field trip</b> to a local market. Walk through the market and experience the popular foods sold there.	Students will observe the goods bought and sold and analyze how the history and culture of Peru are reflected in the market.	Field trip.
	4	1	AA	Reading and assignment to supplement the professor's lecture.	Students will analyze the content of the reading; prepare questions that remain unanswered, prepare for the next class.	Textbook: Printed and digital.
8	4	2	AP	<b>Field trip</b> to La Merced Convent.	Students walk through the convent, glimpse the life of the institution, and make observations they can tie to the lectures.	Field trip.
	4	1	AA	Reading and assignment to supplement the professor's lecture.	Students will analyze the content of the reading; prepare questions that remain unanswered, prepare for the next class.	Textbook: Printed and digital.
Basic and supplemental mandatory reading:				[[2], [3].		
<b>Unit</b>	<b>2: CURRENT PERUVIAN SOCIETY</b>					
Specific result:				2		
9	5	2	AP	The building of the Peruvian nation: Who, why, how?	Students will gain an understanding of the process of building the Peruvian nation.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	5	1	AA	Read and analyze the assigned materials on the building of the Peruvian nation.	Students will read and analyze the assigned material for a better understanding of the topic.	Textbook: Printed and digital.
10	5	2	AP	The main problems and challenges facing the Peruvian nation.	Students will discuss the problems and challenges facing the Peruvian nation.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	5	1	AA	Reading and assignment on the problems and challenges of the Peruvian nation.	Students will complete the assigned complementary task for a better understanding of the topic.	Textbook: Printed and digital.
11	6	2	AP	The Peruvian nation's principal ideologies, expressions and symbols.	Students will review Peru's ideologies, expressions and symbols.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	6	1	AA	Reading and other materials focused upon the nation's principal ideologies, expressions	Students will complete individual study of the assigned materials and reading.	Textbook: Printed and digital.

				and symbols.		
12	6	2	AP	<b>Field trip</b> to a local municipal governmental office.	Students will observe and take note of how the local municipality functions, with the aid of the professor.	Field trip.
	6	1	AA	Reading and materials on the nation's principal ideologies, expressions and symbols.	Students will complete individual study of the assigned materials and reading.	Textbook: Printed and digital.
13	7	2	AP	MID TERM REVIEW	Students will review the information covered during the first half of the term.	Printed and digital text.
	7	1	AA	Students will review the main units for the exam.	Students will revise class notes and other materials.	Students' notes and course materials.
14	7	1	AP	MID TERM EXAM.	Students will take a one hour exam individually to demonstrate the knowledge they gained during the first half of the course.	Evaluation.
Basic and supplemental mandatory reading:				[1], [3], [4], [5].		
<b>Unit</b>	<b>3:</b>	<b>POSITIVE AND NEGATIVE ASPECTS OF MODERN PERUVIAN SOCIETY</b>				
Specific result:				3		
	7	1	AA	Reading and other materials concerning social and environmental conflicts in Peru.	Students will read the assignment in order to understand the topic and review the material from the rest of the week to tie it all together.	Textbook: Printed and digital.
15	8	2	AP	The impact on contemporary Peruvian society of current social conflicts.	Students will analyze and evaluate the influence of current social conflicts.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	8	1	AA	Reading and assignment to supplement the professor's lecture.	Students will read the assignment in order to understand the topic and review the material from the rest of the week to tie it all together.	Textbook: Printed and digital.
16	8	2	AP	Economic challenges and their role in contemporary Peruvian society.	Students will discuss economic challenges and how they affect Peruvian society today.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	8	1	AA	Read and complete assignment to supplement the professor's lecture.	Students will read the assignment and review the material from the rest of the week to tie it all together.	Textbook: Printed and digital.
17	9	3	AP	<b>Field trip</b> to an informal market with an explanation of the commercial and social interactions witnessed.	Students will follow the professor's directions and observe the market in order to learn about how it functions.	Field trip: Commercial interactions at the market.
	9	2	AA	Read and complete assignment to supplement the professor's lecture.	Students will complete an individual study of the assigned reading and other materials.	Textbook: Printed and digital.
18	10	5	AP	<b>Field trip</b> to a local rural native community. Observation and interaction.	Students will witness and participate in important aspects of the community's daily life.	Field trip: Participatory observation.
	10	2	AA	Reading and other materials related to current politics and governance in Peru.	Students will read the assigned materials for a better understanding of the content of the following chapter.	Textbook: Printed and digital.
19	11	2	AP	Current political challenges in contemporary Peruvian society.	Students will discuss current political challenges and their role in contemporary Peruvian society.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	11	2	AA	Reading and assignment to supplement the professor's lecture.	Students will read the assignment in order to understand the topic and review the material from the rest of the week to tie it all together.	Textbook: Printed and digital.
20	12	2	AP	<b>Field trip</b> to the office of the APRA political party.	Students will visit the office of the APRA political party, guided by one of its employees, connecting the material previously learned in class to this field trip.	Field trip: interview with an employee of the APRA party office.
	12	2	AA	Reading and assignment to	Students will read the assignment	Textbook: Printed and digital.

				supplement the professor's lecture.	in order to understand the topic and review the material from the rest of the week to tie it all together.	
21	13	2	AP	Social responsibility in contemporary Peruvian society.	Students will analyze the role of social responsibility in contemporary Peru.	Syllabus, PowerPoint presentation, questions and answers, and Topics Calendar.
	13	2	AA	Work on the final paper and presentation.	Students will write their papers and prepare presentations.	Textbook: Printed and digital, other bibliographic resources.
22	14	2	AP	<b>Field trip</b> to the Mantay NGO.	Students will observe the activity of the Mantay NGO and connect it with the previous chapter.	Field trip: interview with Mantay NGO staff.
	14	2	AA	Work on the final paper and presentation.	Students will write their papers and prepare presentations.	Textbook: Printed and digital, other bibliographic resources.
23	15	2	AP	Presentation of the final papers.	Students will give presentations on their final papers.	Students' PowerPoint presentations, questions and answers.
	15	2	AA	FINAL REVIEW.	Students will review the content of the course for the exam.	Digital text, class notes and bibliography.
	16	2	AA	FINAL REVIEW.	Students will review the content of the course for the exam.	Digital text, class notes and bibliography.
24	16	1	AP	FINAL EXAM.	Students will take a one hour exam individually.	Evaluation.
Basic and supplemental mandatory reading:				[3].		

AA: autonomous learning

AP: contact learning

#### Methodology

In the first session, the instructor will give a general presentation of the course, syllabus, evaluation criteria, content, activities, learning resources, as well as bibliographical references. An active methodology will be used based upon cooperation between the students and the instructor, in which students will participate and be responsible for their learning through spaces for reflection, opinion and debate. The instructor will provide relevant concepts, examples, cases and pertinent information on course materials, activities, schedules and assignment guidelines to the students. The students will receive the lecture file before class to enable them to explore it ahead of time and in each session we will be sharing our thoughts through debates focused upon topics and learning resources. We encourage students to participate actively in class debates. Further learning is prompted by field trips. These trips will allow students to explore Peruvian society and culture, at firsthand and in depth; following the trips, students will have to write a report and a summary expressing their personal experience. Students are required to submit assignments in strict accordance with the course schedule.

#### Evaluation system

Grades for each type of evaluation and the final grade for the course are rounded to whole numbers. The final grade is the average of the continuous assessment, mid-term exam and final exam grades.

Nº	Type of evaluation	Weight
1	Continuous assessment	60%
2	Mid-term exam	20%
3	Final exam	20%

#### Continuous assessment (\*)

Type of evaluation	Percentages	Description of disaggregated components of the evaluation			Week	Make-up evaluation	
		Nº	Description	%			
Type 1: Homework.	90%	1	Homework 1	20%			
		2	Homework 2	20%			
		3	Homework 3	20%			
		4	Homework 4	20%			
		5	Homework 5	20%			
		<b>TOTAL</b>			<b>100%</b>		
Comments:							
Type 3: Participation in class discussions.	10%	1	Participation	100%			
		<b>TOTAL</b>			<b>100%</b>		
		Comments:					

(\*) Continuous assessment includes independent study activities.

#### General guidelines

- Students who arrive more than 10 minutes late will be counted as absent.
- No food is allowed in class.

#### Course specific rules

1. For every hour of class, the professor will check attendance during the first 5 minutes. Students are responsible for controlling their own absences. There is no option to register lateness; if a student is not present when the professor registers attendance, he or she will be considered as absent.
2. Whenever students take an evaluation (for example exams), they will not be allowed to enter the classroom after the professor has distributed the exam sheets. Plagiarism is an unquestionable violation of academic integrity.
3. Students must participate in the field trips wearing their USIL jackets and write an analytical report to be sent 24 hours after the activity.
4. If a student does not respect the disciplinary norms set by the professor, he/she may be asked to leave the classroom.

#### Attendance policy

<b>Total percentage of permitted absences in language courses:</b>	<b>20%</b>
<b>Total percentage of permitted absences in other courses:</b>	<b>30%</b>

#### Basic and supplemental mandatory reading

Basic and Supplemental Required Reading is a resource for consultation of the methodology and learning strategy within and outside the classroom. The USIL Library promotes the use of library materials and/or mail and conducts outreach and guidance for their use at the beginning of each academic period.

##### Basic mandatory reading:

1. ROSAS, Fernando. (2010) *A Brief History of Peru*. Ediciones El Lector.
2. STARN, Orin et al. (2005) *The Peru Reader: History, Culture, Politics*. Duke University Press.
3. UNDP United Nations Development Programme (2016) *Dialogue and Governance of Natural Resources in Peru*. Lima: United Nations Development Programme.
4. CHARLES, Vincent. (2016) *Mining & Mitigating Social Conflicts in Peru*. Lima: PUCP.
5. TAFT-MORALES, Maureen. (2016) *Peru: Politics, Economy, and Elections in Brief*. Congressional Research Service.

##### Supplemental mandatory reading:

1. HENRICI, Jane (1999) Trading Culture: Tourism and Tourist Art in Pisac, Peru. In: *Tourism and Cultural Conflicts*. Ed. by M. Robinson and P. Boniface. CABI Publishers.
2. SKIDMORE, Peter et al. (2014) *Leguía, The Oncenio; The Reformist Critique: Flirting with Alternatives in Modern Latin America*. Oxford University Press.
3. SANTOS, Alejandro. (2015) *Peru's Road to Economic Success*. Diálogo a fondo: <http://blog-dialogoafondo.org>

#### Supplemental optional reading

<b>Approved by:</b>	<b>Validated by:</b>
	Office of Curriculum Development
Date:	Date: