Humanities 310 Syllabus  
Cultures of Latin America  
Study Abroad Peru, Summer 2014

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Course Description  
The following class outline details the thematic topics that will be covered during the Peru Study Abroad program in summer 2014. Since the field trips and work project dates have yet to be set, the topics have been left broad and may need adjustment closer to the departure date.

Required Texts  
The course reader will be available from Cal Poly printing two weeks before date of departure. It will contain all mandatory and recommended readings for the course.

Course Goals  
I have three main goals. The first is to use sociological tools to examine local and international issues/problems and illuminate the social forces that have shaped current relationships among nations. Second, I want to promote a “critical consciousness” toward our understanding of our and Peruvian culture. Finally, through the course requirements I hope you will obtain a broad foundation of knowledge concerning the creation, maintenance, and perpetuation of ethnic issues as related to power. The objectives for this course are for every student to:

1. Demonstrate a comprehensive introductory understanding of key sociological concepts, terminology, theories, approaches, and perspectives as they relate to Peruvian history, culture, and contemporary political economy.
2. Apply sociological analysis to historical and current issues of U.S. relationship with Peru.
3. Improve your ability to think critically and to articulate their ideas in written and verbal formats.
4. Gain a broader understanding of Peru as a global south nation, connecting macro-level processes and structures to micro-level effects.

Class Procedure  
This class will be pedagogically “mixed method.” Recognizing the various ways in which people learn, my goal is to meet you the student half way in this learning process. Below are my commitments to you and expectations of you as a student.

First, my main teaching style is lecture mixed with class discussion and activities. Lecture will be concise, relevant, and is central to the way this class is designed. Therefore, you are expected to be at every class (unless you have an emergency) having read the designated material. A large percentage of
your grade is based on participation and the reading. Second, student presentations and discussions allow you to work together with other students to grapple with the material on a deeper level. Third, reflections on field trips, host family opinions, and community involvement is critical to this class. Connecting class concepts to what you are experiencing will define the bulk of your grade. Finally, the final exam will give you the opportunity to show how brilliant you are. I expect that you not only understand concepts but that you can also apply them to real life. My commitment is to judge your knowledge and effort as well as give you insightful feedback on your work.

### Course Requirements

<table>
<thead>
<tr>
<th>Mandatory Activities</th>
<th>Percentage of the Final Grade:</th>
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<tbody>
<tr>
<td>Scavenger Hunt (week 1)</td>
<td>5</td>
</tr>
<tr>
<td>Church Tour Reflection (week 2)</td>
<td>5</td>
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<tr>
<td>Movie Reflection (week 3)</td>
<td>5</td>
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<tr>
<td>Day in the Life (week 4)</td>
<td>5</td>
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<tr>
<td>In-Class Participation and Quick Writes</td>
<td>10</td>
</tr>
<tr>
<td>Reflection Papers (5 x 10 pts)</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
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</tbody>
</table>

The following class outline details the thematic topics that will be covered during the Peru Study Abroad program. Since the field trips and work project dates have yet to be set, the topics have been left broad and may adjust closer to the departure date. Readings have also been added to provide further information about the course.

### Week 1

**Theme: Perspective: Understanding self, symbols, and society in a foreign country**

#### Cultural Sensitivity

**Field Trip:**
Saqsayhaman and Pisac market

**Reading:**
- Alaniz, Ryan. “How to be a Conscientious Gringo: 12 ways to affect change in yourself and the world.”

**Assignment:**
Reflection 1. Please choose the questions in three of the Conscientious Gringo chapters to answer. In addition, please reflect on the following question: How does power and privilege affect your relationship with the Peruvians you have come in contact with?

### Week 2

**Theme: Religion in Latin America and its influence on, well, everything!**

#### Indigenous religions, Roman Catholicism and growing evangelical Protestantism

**Field Trip:**
Andahuaylillas and Tipon, Church Tour

**Reading:**

**Assignment:**
Reflection 2. How has religion played a role in the exploitation and empowerment of native peoples? What type of role does it play in politics and society? How is marianismo and/or machismo enacted in your family or not?
**Week 3**  
*Theme: Political and Economic development of Latin America from conquest to the 21st century*  
*Economic, Social, and Cultural Globalization*

Field Trip:  
Lake Titicaca

Reading:  
- Green Introduction (pgs 9-10)  
- Green Chapter 1 (pgs 11-37)  
- Rosen and Marcos “A Tourist Guide of Chiapas” (7pgs)

Assignment:  
Reflection 3. What are examples of U.S. influence in Peru (and Bolivia)? Are these positive, negative influences for the local population? Why?

**Week 4**  
*Theme: Land Tenure, Ecology, and Development*

Field Trip:  
Amazon

Reading:  
- Green. Chapter 3 (pgs 107-125; 139-155)

Assignment:  
Reflection 4. How do Latin Americans understand their “underdevelopment” and U.S. high development? What does development mean in the Peruvian context?

**Week 5**  
*Theme: Historical and Indigenous issues/Creating Social Change*  
*Social conflict based in race, class, and economic and political institutions*

Field Trip:  
Machu Picchu

Readings:  
- Green Chapter 4 (pgs 157-184; 195-206; 247-248)

Assignment:  
Reflection 5. A number of social ills continue to be rampant throughout Peruvian society. Choose one of the following questions:  
- How, based on your opportunities, can you affect positive social change in Peru?  
- If you were a consultant to the U.S. embassy in Peru, what advice would you give them as to how to affect change?