

SPAN 350-Y02 Peru Global Experiences 2024-2025

Department of Languages, Literatures & Cultures
Spanish Program
University of South Carolina
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Office hours: HUO 903
Office location:

Classroom:

Class Time:

COURSE DESCRIPTION: SPAN 350 Spanish Language-Culture (3 credits)

Peru- Language and Culture course is an introduction to the socio-historic Peru context, some of its most relevant cultural expressions, through pre-Hispanic culture, Hispanic influence, political development, architecture, music, crafts, textiles, food, religion, customs and traditions of the Peruvian people. This course fosters an understanding of the Latin American culture, the ability to communicate in Spanish, the establishment of elements of comparison with the culture of the United States and a critical understanding of the Latin America reality, with a focus on Peruvian culture.

Prerequisites: SPAN 122 or 209-210 or equivalent course at the college level, or consent of the instructor.

REQUIRED MATERIALS:

All readings for the course will be available on Blackboard, as well as links to the videos.

LEARNING OUTCOMES: The student who completes the course successfully should be able to:

1. The language well enough to initiate and achieve face-to-face interactions with Spanish speakers, discussions, and comments in class with the professor and classmates. The use of the language must be good enough in the construction of sentences to discuss topics of personal and general interest in the past, present and future tenses. Good control of basic grammatical structures and lexical precision.
2. Improve oral communication during simple interactions that involve Hispanic people, in this case Peru, and comments in class. Demonstrate evidence of advanced-level grammar and syntax control when interpreting readings from indicated articles, presentations and in class discussions.

3. The Spanish language well enough to grasp many details of the face-to-face exchanges, group discussions and the daily situation of Peruvian life, and in understanding the readings. In addition, the use of the language must be good enough to understand the main ideas and most of the details of the audio / video selections, oral presentations, dialogues, and face-to-face conversations on a variety of topics.
4. When it is discussed in a group, the student should give the opinion on the assigned readings of Peruvian culture, traditions, pre-Hispanic, legacies such as Machu Picchu, etc. and be able to discuss them effectively in class.
5. Improve written communication in Spanish through the previous study of grammar and demonstrate it in compositions, essays, and report of visits to study locations. The use of the Spanish language must be applied in its grammatical structure with longer and more complex sentences to compose well-organized paragraphs with grammatical precision, lexical variety and cohesive resources, etc. on topics of both personal and general interest.
6. Acknowledge and be sensitive to the cultural differences that exist when it comes to Hispanics by reacting appropriately. Use knowledge of the cultural differences between the student's own culture and the target culture.

Course work:

Blackboard Collaborate Ultra: Two days before leaving for Peru, students will meet with the professor at BCU to introduce the course.

Participation: is fundamental in the individual development; it is the way to demonstrate the knowledge of the language with the active participation and the comments in class.

Visits: The student will have to visit the study locations and will have to supply a short written (small essays) report of the place visited.

Current events: The professor has chosen the topics of the current events and each student with the assigned topic will investigate and make a small presentation in class.

Writing: The student will write two short essays, with the topic assigned by the professor in class.

Community learning- reflections: It is the way in which the students will comment in class on the different communities, it will be a way of reflecting and their impression of what they have seen.

Reading and videos: They will have several assigned readings and videos of which they have to read and watch in advance to comment in the class. Before the trip to Peru we

will meet two days in Blackboard collaborate ultra to comment on the videos and assigned readings.

Final examination: The student will write as an assignment a minimum 2-3 pages essay where they will demonstrate their knowledge of the course and their participation in the program. The student will be able to use documentation to extend what has been learned. It is an essay of personal interpretation. (MLA style)

Bibliography (Books for student readings)

Chang- Rodriguez, Eugenio “ *Latinoamerica su civilización y su cultura*”, 3 th edition, Thomson Heinle, New York, 2008

Henríquez Ureña, Pedro “ *Historia de la Cultura en la America Hispánica*” Fondo de Cultura Económica, México, 1997

Keen,Benjamin. “*A history of Latin America,*”7 th edition, complete edition, Houghton Mifflin Company, Boston- New York, 2004

Stuart, Alexander. ‘*Peru Highlights*’1th edition, The Globe Pequot Press, USA, 2013

Videos:

- 1.Journey Through Peru's Incredible Sights, Short Film Showcase. National Geographic.
- 2.Lima, Peru. 2020. National Geographic.
3. Perú país de maravillas. “Beautiful Country” America 77
4. La historia de Perú. “Peru history. Inca Empire | Civilization before European | The independence from Spain | Peru in 20th century”. National Geographic.
- 5 Cusco,Perú, la capital del Imperio Inca. Televisión Peruana.
- 6.Machu Picchu. National Geographic.

CLASS POLICIES:

ATTENDANCE: Regular class attendance is required for all class sessions.

You will be allowed one (1) absences during the winter semester. No distinction will be made between excused and unexcused absences. A two absence will result in deducting 0.5 points off the final grade. Beginning with the 3th absence the student’s final grade will be reduced by 1 step per additional absence. (Example: from A > B+; B+ > B; B > C+ and so on).

Students are expected to arrive to class on time. Arriving late and/or leaving early from class will also be viewed negatively. Two late arrivals (10 mins. or less) will equal one absence. A late arrival or early departure greater than 10 minutes will count as one full

CLASSROOM PROTOCOL: While in class, you are expected to conduct yourself with decorum and courtesy for your professor and classmates at all times. To make optimum use of class time, you should come to class prepared to participate in pair/group activities, you are expected to stay focused on the task and do your share of the work. Students are expected to use Spanish at all times after class begins. Food and drinks are not allowed in the classrooms. Failure to follow classroom protocol will result in penalties to the class participation grade.

You must always bring necessary materials to class or you might be asked to leave.

HONOR CODE: It is the responsibility of every student at the University of South Carolina to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline.

Blackboard	<p>1. Videos</p> <p>Before class watch the videos (posted on Blackboard too), video 1 and video 2. They will be discussed in class.</p> <ul style="list-style-type: none">a. Journey Through Peru's Incredible Sights, Short Film Showcase. National Geographic. <u>#NationalGeographic #ShortFilmShowcase #Peru</u>b. Lima, Perú. 2020. National Geographic. <u>https://www.youtube.com/watch?v=5x78_wQYeFM</u> <p>2. Reading comprehension (Read assigned readings before class because they will be discussed in class)</p> <ul style="list-style-type: none">a. Las culturas indígenas. Historia de la Cultura en la América Hispánica. p.10-22 (in Spanish)b. La conquista del Perú “A history of Latin America”. Benjamin Keen. P65-69 (in English)c. La conquista de Perú. El significado de conquista Eugenio Chang- Rodriguez. p. 59- 60, p. 64 (In Spanish)
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<p>Blackboard</p>	<p>1.Videos Before class watch the videos (posted on Blackboard too), video 3 and video 4. They will be discussed in class.</p> <p>a. Perú país de maravillas (Beautiful Country), América 77 https://www.youtube.com/watch?v=jhi-Zsihv9Y</p> <p>b. La historia de Perú. “Inca Empire before European, The independence from Spain and Peru now”. National Geographic. https://www.youtube.com/watch?v=hUPqj3r1sr4</p> <p>2.Reading comprehension Peru Highlights, Alexander Stewart. a.Perú desde sus orígenes hasta el siglo 21, p.5-19 b.Cusco and around. p.199- 215 c.Machu Pichu. p. 227-239</p>
<p>December 27</p>	<p>Travel- Arrival in Peru (Group flight departs for Peru).</p>
<p>December 28</p>	<ul style="list-style-type: none"> ■ Participate in a brief Health and Safety Orientation before your program begins – Orientation will be at included meeting space at hotel. ■ 1 hour of meeting space included for USC academic purposes. ■ Meet your WS Lima staff in the hotel lobby depart for walking tour to get to the know the neighborhoods of Lima. <p>Huaca Pucllana Huaca Pucllana ruins are located in the Miraflores district of Lima and are an adobe ceremonial center built around 500 A.D. <i>Timing will depend on availability of English tour.</i></p> <p>Guided Tour of Miraflores Take a walk around the most popular streets in the neighborhood of Miraflores. Get to know Kennedy Park (The Cat Park), it's restaurants and coffee places, one of the most frequented area by students, in the Center of Miraflores. Get to know the famous and one of the oldest Avenues in Miraflores, the Larco Avenue, decorated by many murals from famous Peruvian and Foreign street artists. See the Boardwalk (El Malecon) and the fabulous view to the Ocean.</p>
	<p>In class (introducción al curso)</p> <p>Meeting space included for USC academic purposes.</p> <p>1.Community learning (reflections)</p>

	2. reading comprehension.
December 29	<p>Tour of Historic Center Visit the Catacombs of San Francisco Church and Convent where you can learn what religious life was like during Spanish colonial times. Continue the tour by taking a stroll around downtown historic Lima and learn about significant buildings, history, and the Peruvian culture.</p> <p>Guided Visit to Casa de Aliaga Casa Aliaga is one of the oldest residences in the city of Lima. It is known that the site was ceded to Jerónimo de Aliaga Ramírez by Francisco Pizarro himself in 1535, the year the City was founded, and that it was that same year that the construction of this building began, which has as a peculiarity, to continue being inhabited, after centuries, by the descendants of the initial Aliaga. It is known that the house succumbed to an earthquake unleashed in the eighteenth century, however it was rebuilt shortly after. Nowadays, due to its antiquity, historical value and because it is the oldest house that is still inhabited by the initial family, it is part of the Cultural Heritage of the Nation.</p>
December 30	<p>Travel to Cusco</p> <p>En route, stop at Awanacancha Llama and Alpaca Farm, a center for the exhibition of native animals where they raise them, protect them, and raise profit from the sell of goods made from their fur.</p>
December 31	<p>Ollantaytambo Archaeological Site</p> <p>Hike to the top of Ollantaytambo, an Incan military, religious, and agricultural center located at the top of a mountain. From the perspective of the archaeological site, you will look down upon the town and see its incredibly narrow streets and canals that have not changed since the Incas constructed them.</p> <p>Aguas Calientes! Also known as Machupicchu Pueblo (village), Aguas Calientes is the closest access point to the historical site of Machu Picchu.</p>
January 1	Travel to Aguas Calientes
	<p>Meeting space included for USC academic purposes.</p> <p>In class</p>

	<p>1.Videos Before class watch the videos (posted on Blackboard too), video 5 and video 6. They will be discussed in class.</p> <p>Cusco, Perú la capital del Imperio Inca.</p> <p>https://www.youtube.com/watch?v=OxKr5uievd4</p> <p>Machu Picchu. National Geographic</p> <p>https://www.youtube.com/watch?v=cnMa-Sm9H4k</p> <p>2.Community learning (reflections)</p>
	<p>Report-small composition I due -Blackboard</p>
<p>January 2</p>	<p>Machu Picchu</p> <p>Referred to as The Lost City of the Incas, Machu Picchu is perhaps the most familiar icon of the Inca World. Machu Picchu (from the quechua machu pikchu meaning Old Mountain) is the current name for an Inca llaqta (ancient Andean town) built in the mid-15th century. At an altitude of 2490 meters above sea level or 8169 feet, Machu Picchu was built on the rocky area between Machu Picchu and Huayna Picchu mountains in the central Andes of southern Peru (entrance included with guides for tour). On this second day, you'll visit the Terraces of Machu Picchu.</p> <p>Visits to Sacsayhuaman and Tambomachay</p> <p>Explore this Incan fortress-temple complex located at the northern edge of Cusco, which was constructed by using large boulders and stretches over 540 meters. Take a moment to appreciate the architecture of the fortress walls and temples while learning about the fortress' history and its role in the Spanish Conquest of Peru.</p> <p>Take a moment to explore the Incan archaeological site of Tambomachay (also known as El Baño del Inca). Although the purpose of this Inca site is unknown, the terraced rocks of Tambomachay creates a series of carved aqueducts, canals, waterfalls.</p>

<p>January 3</p>	<p>Awamaki half day visit to Patacancha Community</p> <p>Experience a demonstration of textiles and process and have a small class of how to make your own bracelet. Enjoy a simple vegetarian lunch and hot herbal tea.</p> <p>Meeting space included for USC academic purposes.</p> <p>In class</p> <p>Student Presentation</p>
<p>January 4</p>	<p>Guided Cusco Walking Tour Visit the heart of Cusco and Plaza de Armas on a guided tour of cultural and historical must-see sites in Cusco. On the tour, visit the San Pedro Market, the Main Square, Nazarenas Square, the 12-Angle Famous Stone and other places around the city center.</p> <p>Guided Visit to Qorikancha Visit the Sun Temple of Qorikancha. If you're looking at this temple from the south, it will look like a pyramid and is yet another example of the rich history within Peru</p> <p>Meeting space included for USC academic purposes.</p> <p>Report- small composition II due-Blackboard</p>
<p>January 5</p>	<p>Huaca Pucllana</p> <p>Huaca Pucllana ruins are located in the Miraflores district of Lima and are an adobe ceremonial center built around 500 A.D.</p> <p>Larco Museum Enjoy a guided tour of the Larco Museum housed in an 18th-century viceroys mansion. The museum is home to one of the largest collections of pre-Columbian ceramics and art displays in Lima, illustrating the history of cultures such as the Chimú, Chancay, Nazca, and Inca.</p>
<p>January 6</p>	<p>Travel to Puno</p> <p>Guided Visit Chullpas of Sillustani A short drive away from Puno lies Lake Umayo. On the shores of this lake is an important historical site, Sillustani, that was chosen by the Aymara people as a burial ground. It is famous for the cylindrical-shaped funerary towers, known as Chullpas.</p>

January 7	<p>Lake Titicaca Boat Tour - Uros Floating Islands & Amantani Islands - Guided</p> <p>See one of the most famous sites in Peru. The Uros Floating Islands on Lake Titicaca were made by hand from the totora reeds found in the lake. Then visit Amantani Island where you will stay the night.</p>
January 8	<p>Visit to Taquile Island – Guided</p> <p>Hike up to the top of the mountain on Taquile island to witness a local wedding ritual.</p>
January 9	<p>Return to Lima & Trip End</p>
	<p>Essay (final examination) Due before or after return home.</p> <p>The essay will be based on experience within the culture, social aspects, traditions and what you have learned in the program. The essay will be written in Spanish.</p>