

LLS 4950
2014 OLLAS Peru Study Abroad
Culture, Public Health, and Civic Engagement
Culture
Summer 2014

- Pre-trip meeting days and times: M 5-19, W 5-21, F 5-13, & W 5-28 from 3-5 PM
- Trip: from 5-31 to 6-14
- Post-trip assignments: deadline for completion: 6-27
- Instructor: Dr. Claudia García; csgarcia@unomaha.edu; ASH 301 R; office hours by appointment only

Course objectives:

This course is intended as a brief introduction to Latin American and Peruvian culture. Its main purpose is to provide students with information and conceptual categories, which will help them to understand the complex realities they will encounter in Peru. At the end of the Study abroad students will be able to:

- Understand and recognize general historical and cultural patterns common to Latin America as a region.
- Understand main historical, ethnic, and cultural issues in contemporary Peru.
- Understand the cultural context of Peru's public health and ecological challenges.
- Appreciate the complexity of Peruvian culture, and the ways in which an understanding of culture is essential to effective and committed civic engagement and/or research interventions.
- Perceive and take into account their own cultural and ethnic biases, when interacting with people from diverse cultures.
- Better tolerate the discomfort of "not-knowing" and "not-fully-understanding" cultural assumptions, and embrace this discomfort as a motivator for personal and intellectual growth.

Course description:

I view the study of culture as an **un-ending**, multi-layered **process**, which is best and most excitingly accomplished as a combination of formal and experiential approaches.

Formal approach:

Our 4 pre-trip meetings will expose students to readings, lectures, and class discussions. A course packet will be made available to students. Students will be expected to complete pre- and post- class readings and assignments. Students will be expected to **start to understand** a great deal of information, including many centuries of history and very complex socio-cultural processes. It's normal not to understand or remember everything. You will feel as if the pieces of a huge jigsaw puzzle were being laid down on a table. Our journey (= trip + personal/intellectual growth) will help us try to put those pieces together.

This is a 2 credit hour class. Each credit hour of class instruction is supposed to be matched by a 3-hour study/preparation period outside of class. Expect to spend 12 hours preparing for this course before the trip and 12 hours after the trip.

Informal approach:

The trip itself will provide multiple occasions to clarify and understand class material, as well as articulating concepts with the realities they refer to. It will provide a wealth of information and experience.

Formal/Informal approach:

After the trip, and as students process the experience and complete their final projects, they will be expected to revisit course readings and integrate the academic and experiential components of the course.

Grade components:

Participation: 30%

Homework: 20%

Blog: 10%

Essay: 20%

Group project: 20%

Description of class components:

Participation: Students are expected to come prepared to class and to take active part in class discussions and activities. They are also expected to actively participate in lectures, activities, and de-briefings taking place in Peru.

Homework: In the 4 classes before the trip, students will complete (a) pre-class assignments based on the readings; (b) post-class assignments based on class discussions.

Blog: While in Peru, students will write blog entries. We will work out a schedule so that every student gets to write 2 blog entries. The blog will be the group's collective memory. Internet access will be taken into account. Technological difficulties will be worked out on a case-by-case basis. If no technology is available, students might need to write their entry by hand and upload it later.

Essay: After the trip, students will write a short essay (2-3 pages for undergrad students; 3-4 pages for grad students) reflecting on one or more aspects of their experience. Personal views and takes will be valued. However, you **must relate your personal experience with one or more texts** you have read for this class.

Group project: While completing our civic engagement and public health service in Peru, we will document the experience so that, as a group, students will be able to produce a visual or audio-visual material to help disseminate our Peruvian community partners

CCAIJO's work. Before leaving for Peru, we will decide on the nature and characteristics of this project (Video? Power point? Audio-visual? Prezi? English & Spanish or English only?). Before going to Andahuaylillas, we will clarify group members' roles and contributions to the project, as well as a way of verifying that each member does their fair share of group work. This project is intended as a meaningful contribution to CCAIJO's work and will require that we make sure they are co-protagonists and co-authors of the material. The project will have a designated coordinator. Group project grade will be broken up as follows: Individual contribution = 15%; group product = 15%. The group product grade will be the same for the whole group; individual contribution grades will reflect the individual's efforts and result quality.

Deadline to submit essays and group project: 6-27 @ 8:30 PM

List of Readings:

Barger, Ken. "Ethnocentrism". <http://www.iupui.edu/~anthkb/ethnocen.htm>

Harris, R. and J. Nef. "Capital, Power, and Inequality in latin American and the Caribbean". *Capital, Power, and Inequality in Latin American and the Caribbean*. R. Harris and J. Nef (eds.). Lanham, MD: Rowman & Littlefield Publishers, 2008. 1- 23.

Harris, R. "Dependency, Underdevelopment, and Neoliberalism". *Capital, Power, and Inequality in Latin American and the Caribbean*. R. Harris and J. Nef (eds.). Lanham, MD: Rowman & Littlefield Publishers, 2008. 66- 90.

Hunefeldt, C. *A Brief History of Peru*. New York: Facts On File, 2004. 12- 33; 51-71; 92-96; 192- 195; 229- 266.

Galafasi, G. "Ecological Crisis, Sustainable Development, and Capitalism". *Capital, Power, and Inequality in Latin American and the Caribbean*. R. Harris and J. Nef (eds.). Lanham, MD: Rowman & Littlefield Publishers, 2008. 251- 272.

Thorp, R. and Maritza Paredes. "The Complexity and Saliency of Ethnic Identity in Peru". *Ethnicity and the Persistence of Inequality. The Case of Peru*. New York: Palgrave MacMillan, 2010. 15- 44.

CALENDAR OF PRE-TRIP CLASS ACTIVITIES

5-19: General overview: Latin America and Peru. Geography, history, inequality.	Harris & Nef (1-23); Harris (66-90)
5-21: Ethnicity	Thorp & Paredes (15- 44)
5-23: Peru and its History	Hunefeldt (12- 33; 51-71; 92- 96; 192- 195;

	229- 266)
5-28: Ethnocentrism and Ecology	Barger; Galafassi (251- 272)