

SEMESTER IN PERU

CURRICULUM AND SYLLABI



PRO^{WORLD}

SERVICE CORPS



PROPERU AND JACKSONVILLE UNIVERSITY

SEMESTER IN PERU

ProPeru and the Jacksonville University share a vision of empowering university students to make valuable contributions in Peru through the Semester Service Corps. This program is structured to greatly increase the Spanish fluency of each participant.

Program courses, taught by Peruvian professors, offer authentic and insightful perspectives while deepening students' understanding of Peru and the Spanish language. Professors are South American, native Spanish speakers, world travelers, great instructors, and exceptional individuals. Community development projects, field work, and adventure activities complement classes, creating an integrated program experience.

COURSE AND CREDIT SCHEDULE

INTENSIVE SPANISH, 6 CREDITS

This course begins with a thorough written and oral Spanish evaluation, placing each student with other students of his or her level. This course includes conversation, readings, and discussion of texts. Private and small classes emphasize enrichment of vocabulary for daily conversational needs as well as more traditional instruction concentrating on grammatical structures.

SPECIAL ISSUES IN DEVELOPMENT WORK, 4 CREDITS

This course encompasses both the theoretical and practical study of development programs and projects in Peru. After a brief introduction to development theory, each student works with a local development organization on a focused semester project. This hands-on experience serves as the basis for investigation of cultural, economic, and social impacts of international and domestic development initiatives in Peru.

HISTORY, ART, AND ARCHITECTURE OF PERU, 3 CREDITS

This interdisciplinary course offers students a greater understanding of Peruvian culture through a varied exploration of Peru's history, art, and architecture. Class discussions and readings are complemented by field trips to Incan Ruins, Spanish Cathedrals, and museums; and guest lectures by indigenous artists. The class is divided into three distinctive blocks of History, Art, and Architecture.

LATIN AMERICA POLITICS AND PERU, 3 CREDITS

This course examines oral traditions and related ethnological data from various South American Indian societies against the background of the religious systems of these people. This course uses extensive field studies to indigenous communities to explore aspects within culture theory: emergence of the Incan culture with modes of production, discovery of culture, “cultural capital,” and cultural change. Investigation of meaning within cultural domains of politics, economy, and religion complement the course.

COURSE LISTINGS

Beginning Intensive Spanish

Oral and Written Communication, SH101 and SH102

Total class hours: 112, **6 Credits**

Intermediate Intensive Spanish

Oral and Written Communication, SH201 and SH202

Total class hours: 112, **6 Credits**

Advanced Intensive Spanish

Oral and Written Communication, SH301 and SH 302

Total class hours: 112, **6 Credits**

Special Issues in Development Work, SOC400

Total class hours: 112, **4 Credits**

(including 56 project hours)

History, Art, and Architecture of Peru, ARH376

Total class hours: 56, **3 Credits**

Latin American Politics and Peru, POL375

Total class hours: 56, **3 Credits**

Advanced Spanish Literature, SH425G

Total class hours: 56, **3 Credits**

Field Studies in Contemporary Peru, ENV199

SUMMARY OF CREDITS

Total semester credits: **16**

Total class hours: **280**

Total project hours: **56**

Average class hours per credit: 17.5



PROGRAMA DE CURSO INTRODUCCIÓN A LA HISTORIA, ARTE Y ARQUITECTURA DEL PERÚ

SYLLABUS

I. GENERAL INFORMATION

Course Name:	Art and History of Peru
Duration:	10 weeks
Sessions:	10 sessions of 4 hours
Hours:	Theory: 34 hours
	Practice: 8 hours
Professor:	Magíster Palmira La Riva González

II. SUMMARY.

The Art and History of Peru course tries to explain and synthesize, in a systematic form, the historical process of Peruvian history through the study of diverse cultural manifestations. The study of the artistic expressions of every period will be approached considering the art, the power of the representations and rituals, and construction of identities closely related to the political and social processes that generate them.

III. GENERAL OBJECTIVES OF THE COURSE

- To understand, from a critical and analytical point of view, the periods and historical and cultural processes of old and contemporary Peru
- To understand that these processes condition the present social phenomena
- To understand the relation of close interdependence between the sociopolitical and religious phenomena, and the cultural manifestations in general, and of art in particular

IV. METHODOLOGY

- The classes will be dynamic, looking for the creative participation of the students.
- To engage in debates, and group and/or individual work, to analyze and comment on the lectures
- In some sessions field trips will be planned after the dictation of classes to the different archaeological centers, museums and churches of Cusco. There will also be trips to painting and arts and crafts workshops, with the purpose of appreciating the present artistic activity in the city.

Planned Field Trips.

- Trip 1: Museum of Pre-Colombian art MAP
- Trip 2: Inca Museum and Coricancha
- Trip 3: Colonial churches and temples. Religious art Museum
- Trip 4: Workshops of Cusco artisans.

V. GENERAL CONTENT

Session No 1. Introduction to Peruvian History (15-Sep).

- Introduction to the course. Course focuses and archaeological wealth.
- The Pre-ceramic. (Litico and Archaic periods).
- First civilizations. The horizons. Timeline.

Session No 2. Ancient Peru (22-Sep). Field Trip 1: Museum MAP

- The early horizon: Chavin, Paracas. Iconography.
- Origins of the Quechua language: proto-quechua.

Session No 3. The early intermediate period (29-Sep).

- Regional Development
- The Mochica culture (north coast)
- The Nazca culture (south coast)
- The Tiawanaco culture (Peruvian and Bolivian 'altiplano').
- Iconography studies
- Language and culture. The first expansion of the Quechua language

Session No 4. Middle Horizon

- Predominance of the Huari.
- The delayed interval. Regional States.
- Cultures: Chimu, Chincha (coast), Huanca, Chanca, Inca (highland).
- Language and culture. Second expansion of the Quechua language.

Session No 5. Late Horizon. Field Trip 2: Incan Museum (13-Oct).

- Predominance of the Incas.
- Political and religious organization
- Incan architecture. Language and culture. "The general language".
- Ceramics and weaving

Session No 6. Conquest and Viceroy (27-Oct).

- Destruction of the Andean World
- The viceroy administration
- La "colonization of the imagination".
- The Taki Onqoy movement.

Session No 7. Colonial Art. Field trip 3: Colonial Churches, temples. Religious art (3-Nov).

- The Latin American baroque.
- Colonial Architecture
- The Cusco school
- The golden centaury of Quechua literature

Session No 8. The Republic (10-Nov).

- El proceso emancipador. Antecedentes: la rebelión de Tupac Amaru.
- La guerra con Chile
- Republican society.
- Quechua theatre and the vindication of identity Idingious and Americanism

Session No 9. Contemporary History (17-Nov). Field Trip 4. Artisan Workshops

- Peru since 1945. Present day Policies
- Artistic manifestations: poetry, Literature and painting in Peru in the 20th Century
- Popular culture: el huayco, the Chicha phenomena, el regeton, etc.
- Popular Cuzquenan festivals: señor de Huanca, Señor de Quyllur rit'i, Corpus Christi, la fiesta de los muertos.

Session No 10. Discussion and Evaluation (24 Nov).

VI. BIBLIOGRAFÍA:

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PROGRAMA DEL CURSO DE DESARROLLO

SYLLABUS

GENERAL SPECIFICATION

COURSE	: Field Studies in Contemporary Peru (ENV199)
SEMESTER	: 2006-00
PROFESSOR	: Eco. Mgt. Hernán A. Mansilla Astete
CREDITS	: Four (4)
HOURS DICTATED	: Fifty-six (56)
PROJECT HOURS	: Fifty-six (56)

SUMMARY

An analysis of the fundamentals of sustainable development as beginning of development projects. The nature and cycle of development projects, complemented with notions of monitoring and evaluation of development projects. Aspects of natural resources and the environment. Analysis of gender and conceptual aspects about participation in development projects.

DESCRIPTION

The course is constituted in eleven chapters that discuss six fundamental themes that are: the notion of sustainable development; the concept of the nature of development. The third theme, covering the concepts of monitory and evaluation of projects. The fourth theme is about the availability of natural resources and what role they play in the development of projects and regions. The fifth aspect is related to the analysis of gender in development; and the sixth covers participation in development projects.

OBJECTIVE

Understanding of some theoretical aspects – fundamental practices that begin development as well as some specific themes related to these types of projects. Special focus will be put on studies made in the Southern Andes region of Peru and specifically the department of Cusco.

METHODOLOGY

The course will be taught over the course of one semester. The development of themes will start with the presentation of a theme by the professor, followed by an open discussion guided by some common reference points. Given the character of the course, the presentation of some specific cases is correlated to theoretic to help the comprehension of the students. A field visit may be used as an example as in other classes. This methodology requires the active participation of the students supported by the familiarization with lectures and texts provided in

the bibliography. In some sessions, audiovisual resources will be used to present different themes.

EVALUATION

Final examen (60%)
Trabajo de práctico de investigación TPI (40%)

CONTENT

- 1.0 INTRODUCTION
- 2.0 DISCOURSES ABOUT DEVELOPMENT
- 3.0 ABOUT DEVELOPMENT PROJECTS
- 4.0 MONITORING
- 5.0 EVALUATION
- 6.0 CASE ANALYSIS: MONITORING Y EVALUATION
- 7.0 ENVIRONMENT AND NATURAL RESOURCES
- 8.0 GENDER AND DEVELOPMENT
- 9.0 CASE ANALYSIS: GENDER IN A DEVELOPMENT PROJECT
- 10.0 PARTICIPATION AND DEVELOPMENT PROJECTS
- 11.0 SOME PARTICIPATIVE METHODS

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3.0 PROYECTO DE DESARROLLO

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4.0 MONITOREO

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5.0 EVALUACION

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Evaluación del trabajo del CEDEP Ayllu en las cuencas de Pisac, Taray y San Salvador, durante el período 1987 – 1997. En Escuela para el Desarrollo (2000), Cooperación Externa, ONG y Desarrollo. Avances e impactos en la lucha contra la pobreza en dos regiones del Perú: Cusco y Cajamarca.

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7.0 MEDIO AMBIENTE Y RECURSOS NATURALES

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8.0 GENERO Y DESARROLLO

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Moser, Caroline (1995). Planificación de género y desarrollo. Teoría, práctica y capacitación. Lima, Red entre mujeres/Flora Tristán ediciones, pp. 91 – 123.

9.0 ANALISIS DE CASO: GENERO EN UN PROYECTO DE DESARROLLO

Arariwa (1996). La experiencia de trabajo con mujeres de la Asociación. En IDEAS, SEPAR, Secretariado Rural Perú-Bolivia, Desarrollo rural, mujeres y relaciones de género en el Perú. Memorias del Taller Nacional de Género y Desarrollo Rural Sostenible. Lima, pp. 187 – 192.

10.0 PARTICIPACION Y PROYECTOS DE DESARROLLO

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11.0 ALGUNOS METODOS PARTICIPATIVOS

Fao, Participatory Approaches, Methods and Tools. CD-ROM Participation, sharing our resources.

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Varese, Stefano y Martin, Gary J., (1993). Ecología y producción en dos áreas indígenas de México y Perú: experiencias y propuestas para un desarrollo culturalmente sustentable. En Enrique Leff y Julia Carabas (coordinadores), Cultura y manejo sustentable de los recursos naturales. Vol. II. México, Centro de Investigaciones Interdisciplinarias en Humanidades-UNAM.



CURSO DE ESPANOL

SYLLABUS

GENERAL SPECIFICATIONS

COURSE	: INTENSIVE SPANISH (SH101, SH102, SH201, SH202, SH301, SH 302)
SEMESTER	: 2006-00
PROFESSOR	: Xavier Ricard Lanata
CREDITS	: Six (6)
HOURS DICTATED	: One hundred twelve (112)

INTRODUCTION

Spanish is, by number of native speakers, the third language of the world. Even though it is a language spoken in very diverse zones, there exists a certain uniformity that permits peoples from opposite sides of the Atlantic to understand one another. The major differences of a super segmental character, to say, variations in intonation, resulting from the diverse linguistic substratum that exist in Latin American countries. The orthography and linguistic norms assure the uniformity of the language; from here the collaboration between the diverse Academies of the Language to preserve the unity, in the face of much diffusion by literary products, scientific, pedagogic, cinematographic, television, and informative. In Spain there was elaborated the first unitary method of training in the language that has been disseminated by the Instituto Cervantes. The coordinated work in the Academies has crystallized en the “making of a common language in the large cities”, that gives special attention to phonology and lexicon. It is the second most spoken language en the United States that has many radio and television totally in Spanish; for that reason for strictly economic reasons, it is the language most studied as a foreign language in non-Latin America and Europe. Distant now are the times it was considered the official diplomatic language, caused by the substitution of French, now the official language of the UN, the EU and other international organizations. Where the is the most uncertainty of the future of the language is on the African continent, abandoned voluntarily for political reasons by its speakers; one should not forget that Spanish still serves as the diplomatic language (with French) for the saharaui people. Everything would appear that in the next century Spanish will be one of the fastest spreading languages in the World and possibly the default language of the Western Hemisphere as this mixing of peoples continues.

DETAILED COURSE PROGRAM

1. TERMINAL OBJECTIVE

The student will be able to express their ideas coherently in Spanish.

2. GENERAL OBJECTIVE

Achieve an adequate level of spoken and written communication within the students.

3. SPECIFIC OBJECTIVES

Specific Objective 1: Familiarize the student with a basic understanding of the language, like oral production of isolated words and basic frequently used phrases.

BASIC LOW

- Alphabet (vowels and consonants)
- Phonetics and pronunciation
- Survival vocabulary
- Articles (definite e indefinite)
- Nouns
- Gender and numeration of nouns
- Adjectives
- Adverbs
- Concordance (article, noun and adjective)
- Personal pronouns
 - Difference between Tú y Usted
 - General use of mi, ti, contigo, conmigo

Specific Objective 2: Improve ones vocabulary, become comfortable in basic situations and express basic phrases of courtesy, making one understand with some ease and maintaining conversation using present tense.

BASIC INTERMEDIATE

- The verb *ser* (conjugation and uses)
- The verbo *estar* (conjugation and uses)
- Present tense (regular and irregular verbs)
- Difference between *haber* impersonal and *estar* personal
- Contractions *al – del* (general explication)

Specific Objective 3: Maintain a conversation of little complexity, such as basic questioning. The description of situations from the daily routine using reflexive and reciprocal verbs. Familiarization with different grammatical structures.

BASIC HIGH

- Basic structures
- Reflexive verbs
- Reciprocal verbs

- Adverb. (classification)

Specific Objective 4: Maintain a conversation relating actions in the past tense with the adequate use of complementing direct and indirect pronouns, making comparisons and the ability to initiate and end a conversation.

INTERMEDIATE LOW

- Simple preterite and indefinite (regular and irregular verbs).
- The indefinite
- Complements
 - Direct complement and pronouns
 - Indirect complement and pronouns
 - Location of the complementing direct and indirect pronouns.
- Indirect complementing verbs (differentiation and a list of verbs)
- Connectors (y – e) (o – u)
- Making statements impersonal
- Comparatives

Specific Objective 5: The correct use of different types of orders using both the formal and informal, description and telling of experiences from the past keeping in mind the difference that exists between the indeterminate preterite and the imperfect.

INTERMEDIATE INTERMEDIATE

- Imperative
- Diminutives
- Aumentatives
- Preterite Imperfect of the indicative
- Difference between the preterit indefinite and the imperfect

Specific Objective 6: Maintain a conversation using all the tenses of the indicative, maintain a conversation of more complexity and being understood with greater ease. Utilize the present tense, all past tenses, and the future and future conditional tenses. Express oneself with ease in diverse situations making use of the correct prepositions.

INTERMEDIATE HIGH

- Perfect preterit of the indicative
- Pluperfect of the indicative
- Impersonal verbs
- Verbs that change their meaning with the pronoun “se”
- Passive voice (personal and impersonal)
- Uses of the pronoun “se”
- Ser y estar with some adjectives that change meaning
- Prepositions
- Simple future
- Simple conditional
- Future complex
- Complex conditional

- Connectors (classification and uses)
- Uses of the infinitive, participative and gerund

Specific Objective 7: The use of the different tenses of the subjunctive, maintaining conversations with greater complexity, formulating hypotheses, and controversial discussions.

ADVANCED 1

- Subjunctive mode (general explication)
- Present subjunctive
- Difference between the indicative and the subjunctive
- Preterit imperfect of the subjunctive
- Preterit perfect of the subjunctive
- Preterit pluperfect of the subjunctive

Specific Objective 8: The efficient participation in the majority of formal and informal conversations about practical, social, professional, and abstract themes and the ability to defend opinions using strategy of expresión. Analyze and share opinions about distinct topics.

ADVANCED 2

- Uses of the conditional “si” (with indicative and subjunctive)
- Relative pronouns
- Indirect style
- Suffixes
- Prefixes
- Literary Analysis
- Analysis of movies (in Spanish)
- Gramatical review

METHODOLOGY

- Theoretic and practical classes that require active participation from the student.
- Teaching of theory, readings, conversation.
- Permanent monitoring and continuous feedback.

EVAUATION SYSTEM

Final exam (60%)
Trabajo de práctico de investigación -TPI (40%)

BIBLIOGRAFÍA BÁSICA

Schmitt, Conrad J. “Spanish Grammar”. McGraw-Hill, 1998.

Rosso O’Laughlin, Marta – Gonzales Aguilar, Maria. “Atando Cabos” Curso intermedio de Español. Prentice-Hall, 2001.

VanPatten Lee, Ballman. “¿Sabías que ...? Beginning Spanish. McGraw-Hill Higher Education, 2000.

Cáceres Chaupin, Jose. “Gramática descriptiva y funcional de la Lengua Española”. Salamanca: Martegraf, 1999.

Vigara Tauste, Ana María. “Aspectos del español hablado”. Madrid: Sociedad General, 1980.

Barnach-Calvo, Ernesto. “La lengua española en Estados Unidos”. Madrid: Infi, 1980.

Henríquez Ureña, Pedro. “Observaciones sobre el español en América y otros estudios filológicos”. Buenos Aires: Academia Argentina de Letras, 1976.

POLITICAL HISTORY OF LATIN AMERICA

COURSE SYLLABUS

COURSE:

Professor: Dr. Karina Pacheco Medrano
Total Class Hours: 42 class hours – 3 credit hours
Course JU Number: POL375

GENERAL OUTLINE:

1. The Formation of the Latin American States

- Processes of formal independence.
- The maintenance of structures of political, economic and social domination of the colonial regime.
- Main actors. Caudillismo and dictatorships versus democracy in the 19th and 20th centuries.

2. Democracy in Latin America: Advances and limitations

- Analysis of the socioeconomic, political and international factors most relevant to the processes of democratization in Latin America.
- The quality of the democracy and its fortification.
- Poverty, inequality and exclusion as limiters of the democracy. Authoritarian culture versus democratic culture.

3. Political Participation in the dawn of 21st Century

- Main Protagonists in the political system.
- Formal and informal Participation.
- Social movements.
- The political mobilization and demobilization.
- The demands of new sectors.

4. Political Parties and Public Opinion

- Main political parties.
- The social parties and organizations.
- Public opinion: perception on the leaders and the main problems.

5. Electoral Systems and Means of Communication

- Electoral Systems and democratic government: the electoral organizations, the political-electoral competition, the electoral systems and their functions according to representation, concentration, participation, simplicity and legitimacy.
- Electoral campaigns.
- The campaign of the parties and means of communication.
- Electoral polls and surveys.
- Participation and abstention by the Latin American electorate.

6. Political decentralization

- Centralism, regionalism and federalism in Latin America.
- Decentralization experiences: description, analysis and evaluation.
- Ethnic minorities, linguistics and religion, representation and decentralization.
- Decentralization and representation.
- State governments versus local governments.

7. Policy, Economy and Corruption

- Crisis and consolidation of the main powers of the State.
- Corruption in political practice.
- Economic models and government.
- The impact of the economic policies in the society and its perception of the policy.

8. Gender and Politics

- The role of gender in public politics: Political participation and representation.
- Institutional and social mechanisms of discrimination: domestic violence, sexual abuse and labour discrimination.
- Women and minorities in Latin American democracies.

9. Latin America within an International Framework

- The difficult configuration of the Latin American entities.
- The Andean Community, MERCOSUR and Central America/Mexico.
- Relations between Latin America and the United States
- Relations between Latin America and the European Union.
- Migration, commercial policies, international treaties, and the globalization of justice.