Annual Country Study Course
HIST 4490/08: History of Peru
CRN #85868
Tues/Thurs. 12:30-2:00pm
Fall Semester 2011
SO 1019

Instructor: Dr. Dan Paracka
Institute for Global Initiatives
WH 202F, 770-423-6732
dparacka@kennesaw.edu
Office hours: by appointment

Course Description:
Utilizing the guest lecture series for the Year of Peru this course will focus on developing an understanding of Peruvian cultures and civilizations. Topics to be covered include Pre-Incan Civilizations, Inca Expansion and Conquest, Colonialism, and Nationalism. Using an interdisciplinary approach to understand Peru’s ever-changing contexts, the course examines the origins and development of Peruvian culture including its geography, society, history, philosophy, religion, politics, economy, literature, film and arts. The course aims to break down stereotypes and promote a richer, more complex sense of place and identity.

Goals/Objectives:
1. Develop an understanding of Peruvian history and culture.
2. Develop an understanding of how neighboring countries and cultures have impacted Peru.
3. Learn from and interact with people of Peruvian descent.
4. Learn about how the United States is perceived in Peru.
5. Systematically acquire information from a variety of sources regarding Peru.
6. Synthesize information from the different disciplinary perspectives of guest lecturers.
7. Use critical thinking skills to analyze various aspects of cultural life.
8. Gain insights into the processes of globalization.

Assignments:
1. Annotated Bibliography/Essays: Throughout the semester, students will produce bi-weekly annotations on the assigned readings/guest lectures. Each annotation will be 2-4 double-spaced pages. See instructions at end of syllabus for this assignment.

2. Midterm Reflective Essay: The midterm will be an essay that synthesizes the readings/lectures from the first half of the semester. 2-4 double-spaced pages.

3. Class Presentation: Develop a presentation for the class on one aspect of Peruvian history and culture.

4. Final Term Paper: Write a 8-12 page paper highlighting a specific aspect of Peruvian history and culture. See Instructions at end of syllabus.
5. **Class Participation**: Discussion provides the foundation of this course. Students should come to class having completed the assigned reading and prepared to discuss it in depth.

**Required Reading:**


Mariátegui, José Carlos, *Seven Interpretative Essays on Peruvian Reality* (1928).

**Optional Reading:**


**GRADING/REQUIREMENTS:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Bi-Weekly Annotated Bibliography</td>
<td>30</td>
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<tr>
<td>Midterm Reflective Essay</td>
<td>15</td>
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<tr>
<td>Class presentation</td>
<td>15</td>
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<tr>
<td>Term Paper</td>
<td>30</td>
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<tr>
<td>Class Participation</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Grade scale**: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59

**ACADEMIC HONESTY:**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also [http://www.kennesaw.edu/cetl/resource](http://www.kennesaw.edu/cetl/resource)

**ATTENDANCE:**

Attendance is mandatory. Here’s why: If you are not in the classroom, you cannot participate in class discussions and contribute to the course in a meaningful way. You cannot communicate effectively with the professor or your classmates if you are not in attendance.

If you must miss class, it is YOUR responsibility to find out what you missed. Please get the name and phone number of someone else in class to provide you with the information on what you missed. Realize as well that your grade may be impacted by losing in-class assignment points or missing the opportunity to turn in a homework assignment or give a presentation.
It is common courtesy to let your professor know if you are going to be absent from class. Please call my office or e-mail me prior to the beginning of class.

ETIQUETTE:
The classroom environment is premised on the desire to learn about human experiences and circumstances. As such, it assumes respect as the basic attitude of the student who engages in research and analysis. In your reading of course material, your first question should be to ask what these authors or individuals can teach me about the social worlds with which they are most familiar. Only after you have answered those questions should you move to a critical stance asking what the authors or individuals do not say but should.

In the classroom, mutual regard will also be the basis of our learning. Our various life experiences and academic disciplines mean that we all come to the classroom with different perspectives and divergent strategies for defending those views. Thus classroom etiquette is particularly vital. Listen carefully when your colleagues are speaking. State your opinions in a way that invites discussion, rather than assumes that you have the definitive account of the topic.

We will read some texts and watch movies that include explicit language and explore sensitive topics. At times, these materials and our discussions may make you uncomfortable. It is important to be willing to struggle with this material, and its implications, while also treating one another with respect and consideration. Take responsibility for your learning and work to make this course enrich your educational experience at KSU.

Turn your cell phones, PDAs, pagers, WIFI connections, and all other electronics off during class time. Do not work on other projects, check your email on your laptop computers, or text message during class. Also do not depart the classroom during the class to use the telephone, to answer a page, or to check your email. Departure from the classroom during session is disruptive; please do not leave unless you have an emergency.

SCHEDULE (subject to change):

WEEK 1:
THURS 8/18  Course introduction: “Describe, Interpret, Evaluate”

WEEK 2:

THURS 8/25  Guest Lecture

WEEK 3:
Due: Annotated Bibliography

THURS 9/1  Guest Lecture

WEEK 4:

THURS 9/8  Guest Lecture

WEEK 5:

Due: Annotated Bibliography

THURS 9/15  Guest Lecture

WEEK 6:

THURS 9/22  Guest Lecture

WEEK 7:

Due: Annotated Bibliography

THURS 9/29  Guest Lecture

WEEK 8:

THURS 10/6  Guest Lecture

Due: Midterm Reflective Essay (Submit Electronically)

WEEK 9:

THURS 10/13  Guest Lecture

WEEK 10:
TUES 10/18 Assigned Readings (for following week): *Seven Interpretative Essays on Peruvian Reality,*"Public Education,” pp 78-123.
THURS 10/20 Guest Lecture

WEEK 11:

THURS 10/27 Guest Lecture

WEEK 12:

THURS 11/3 Guest Lecture

WEEK 13:

THURS 11/10 Guest Lecture

WEEK 14:
TUES 11/15 Class Presentations Assigned Readings (for following week): Selected Articles.

THURS 11/17 Guest Lecture

WEEK 15:
TUES 11/22 Class Presentations Assigned Readings (for following week): Selected Articles.

THURS 11/24 NO CLASS _ THANKSGIVING

WEEK 16:
TUES 11/29 Class Presentations. **Due: Annotated Bibliography**

THURS 12/1 Class Presentations **Due: Final Term Paper** (Date of Exam)
**Instructions for Annotation Essays**

Annotations should be more than a simple summary of the material; it should contain your well-considered opinion or reaction to the material. It should also be more than a feeling-oriented, stream-of-consciousness journal entry.

Your annotation may take on a variety of forms: you may compare the work to other related material (including but not limited to other readings/lectures from the class); you may hypothesize about ways in which the work could have been improved; you may think about ways to expand on the work, or extend it to cover new domains; or you may argue against the work, questioning its assumptions, or value.

These papers should be 2-4 pages long. Annotations will be graded both on your communication skills and on the content and originality of your ideas. The ability to express oneself clearly is an important skill in school (and in life!). Therefore, your paper, like all good essays, should include an introductory paragraph stating your main premise, a body where you detail your ideas, and a brief concluding paragraph. Although the reaction paper should not summarize the entire reading assignment, it should include enough information about the readings to make your ideas or criticisms well-grounded. Assume your readers have also read the chapters or article, but that they need reminders about any details you wish to discuss.

Although many writing rules are subjective and heuristic, here are a few editing pet-peeves of mine:

1) Use active voice. Passive tense sounds amorphous and wishy-washy. The use of first person ("I") is appropriate for these papers.

2) Use paragraphs appropriately as partitions for your ideas. Each paragraph should generally have at least three sentences.

3) Obviously, correct spelling and grammar are appreciated and improve the clarity of your paper.

Remember that the annotated essays may not be handed in late. Papers will not be accepted for individuals not attending class session, unless your have made prior arrangements with me.
## Criteria for Paper Grading

Name:

Paper #_____.

Paper grade: _____.

### Analysis and Criticism:

<table>
<thead>
<tr>
<th>POOR</th>
<th>EXCELLENT</th>
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<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>Thoughtfulness and organization of essay (e.g., is the essay well conceived and thought out or does it have a rushed and superficial quality to it).</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Follows the directions of the assignment (e.g., creates interest in response and reaction, rather than unimaginative summarization).</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Coherence of explanation. Clear statements. Succinct.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Key terms and concepts are defined and explained.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Assertions and arguments supported with specific cites to the original works.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Assertions and arguments supported with specific, short and appropriate quotes from the original works.</td>
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### Technical presentation:

X denotes that attention should be paid to this problem.  
XX denotes that extra attention is warranted.

_____ Paper format: pages numbered in top right hand corner, one inch margins, double-spaced.  
_____ Appropriate citation format not followed.  
_____ Text is too long or too short.  
_____ Redundancy (wordy; can be trimmed without loss of meaning).  
_____ Some statements are unsupported (e.g., undeveloped and/or vague statements).  
_____ Inappropriate use of quotations—too long, incorrect, or inadequate citations.  
_____ Insufficient depth of coverage.  
_____ Typographic errors, misspelled words, punctuation errors.  
_____ Incomplete sentences, awkward sentence structure.  
_____ Some paragraphs are too long or too short.

### Comments:
