

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL PERÚ**  
**INSTITUTE FOR STUDY ABROAD - BUTLER UNIVERSITY**  
**COURSE** : **PERUVIAN SOCIAL REALITY**  
**SEMESTER** : **2016 - 2**  
**CREDITS** : **FOUR (4)**  
**PREREQUISITES** : **---**  
**PROFESSOR** : **Laura Balbuena PhD**  
**PROFESSOR'S ASSISTANT** : **Sara Ramírez**  
**CLASS SCHEDULE** : **Fridays 3:00 p.m. to 6:00 pm.**

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### **Summary**

Peru is a country rich in cultural diversity expressed not only through the various native indigenous communities but also the various immigrant populations that arrived to the Tawantinsuyo territory after the Spanish Conquest. This flow of cultures has created a melting pot that is problematic and hinders the country's development, as well as possibility for growth through cultural wealth and human capital. At the same time, Peru's geographic diversity, represented in eight ecosystems that extend from the sea passing through the Andes and ending in the Amazon, is a blessing due to the amount of natural resources provided and is problematic because it hinders the fluid communication of isolated populations that live in extreme poverty.

This multidisciplinary course focuses on Peruvian sociological problems and solutions. Upon knowing Peru's cultural diversity and change by understanding ethnicity; multiculturalism; poverty; marginalization and socio economic gaps; corruption; lack of political institution; and gender relations, political and cultural critics can be made. Students will not only be presented with the problems but also the societal changes occurring to revert these inequalities. Students will analyze and discuss these issues in an academic manner during class. They will also have firsthand experience through volunteer work at different NGOs, travel throughout the semester, and write reflections regarding these experiences. Each student will partake in 6 hours of volunteer work per week from September to November with a total of 72 hours for the semester. Students are encouraged to bring questions, doubts, and challenges they encounter during their volunteering to class.

During trips throughout the semester, students will confront Peru's cultural wealth, geography, and architecture. They will have the opportunity to learn about these aspects in Lima through its rich, pre-Incan and Incan past, and through sustainable development projects sponsored by El Instituto para una Alternativa Agraria, in the farm community of Chahuay. Students will also visit a shelter for girls at risk, run by the Maria Corredentora order and the Catholic Church. The semester will conclude with a trip to the town of El Carmen in Ica to learn about the problems that face the Afro-Peruvian community. Students will observe projects carried out by NGOs like Cimarrones who are in favor of development and recognition of the Afro-Peruvian culture. For the last two trips, students will be required to write written reflections on these experiences.

At the end of the semester, students must complete a final project based on their volunteer experience at an NGO and that focuses on Peruvian sociological problems studied in class. At the library in the Miraflores office, students can find previous students' projects that are available for review. Students also have the option to update or complement projects from previous years.

All course readings can be found on the USB given out on the first day of orientation. At the office in Miraflores, students will find various books that further compliment the weekly readings. It is recommended that students review them.

## Grading

1. The final grade for the course is broken down as follows:

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|---------------------------------|-------------|
| Class participation             | 10 %        |
| Reports and written reflections | 30 %        |
| Midterm Exam                    | 30 %        |
| Final Project                   | <u>30 %</u> |
| <b>Total</b>                    | <b>100%</b> |

2. Assignment Descriptions:

- **News article presentation.** Each student must present a news article that is relevant to the course. The presentation will be at the beginning of class and should encourage discussion of a Peruvian sociological problem and its possible solutions. The presentation should be no longer than 10 minutes.
- **Volunteer reports** should explain the student's volunteer experience and respond to questions sent by the professor one week in advance. These questions will address changes in the volunteer work, students' motivation, and their encounters with the Peruvian culture throughout the semester. The length should be 1-2 pages.
- **Trip reflections** should analyze a reoccurring theme addressed in class. Students are able to use pertinent notes and readings. The expectation is that students reflect not as tourists but as people immersed in a different culture who understand the dynamics between locals and foreigners. The length should be 3-5 pages.
- The **midterm exam** will evaluate the comprehension and use of materials studied in class that analyze issues related to Peruvian reality. The expectation is that students relate conceptual and theoretical themes with concrete elements of reality, observations, and personal experiences.
- During the last week of class students will give a **final project presentation**. The presentation will be no longer than 10 minutes and will give an overview of their research.
- **The final research project** should be 10-15 pages, double-spaced, Times New Roman (size 12). The introduction should include an abstract in English.

## Course Outline

| Week                    | Topic  | Mandatory Readings   |
|-------------------------|--|--|
| Week 1<br>(Orientation) | Meeting with the nonprofits.   | Presentation on volunteer opportunities.   |
| Week 2<br>(Orientation) | Individual meetings with the professor to discuss volunteer opportunities. |  |
| Week 3                  | Course introduction  | <b>Flores Galindo, Alberto.</b> <i>A Republic Without Citizens.</i>  |
| Week 4                  | Racism and exclusion in Peru   | <b>Callirgos, Juan Carlos.</b> <i>Racism in Peru.</i><br><b>Centro Guamán Poma de Ayala.</b> <i>Racism, discrimination and exclusion in Cusco</i><br><i>Assignment to be determined pp.37-69</i> |

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| Week 5<br>(Trip to Cusco)                                  | <b>Visit to the Chahuay Community and the Mary of Nazareth Shelter</b>   |   |
| Week 6   | The Internal Armed Conflict. Visit to the photo exhibition on the Truth and Reconciliation Commission: Yuyanapaq. Group leaves at <u>2pm</u> from the Miraflores office. | <b>Truth and Reconciliation Commission.</b> <i>Hatun Willakuy. Abbreviated version of the final report.</i> Chapter 6: the factors that made the violence possible<br><br><b>Turn in Cusco trip reflection via email.</b> |
| Week 7   | The growth of Lima. Origin and development of human settlements and a new identity for Lima.   | <b>Mar, Marcos.</b> <i>The New Urban Face: Forging an Identity</i> P.69-96 in: Popular Overflow and State Crisis  |
| Week 8   | Corruption and political parties.  | <b>Tanaka, Martin.</b> <i>Democracy without parties.</i> Chapter II. <i>Proposals for Political Reform: Are the Remedies Worse than Illnesses?</i><br><br><b>Turn in first volunteer report.</b>                          |
| Week 9   | Gender and Peru. Femininity and Masculinity. Sexual and Reproductive Rights.   | <b>Anderson, Jeanine.</b> <i>Gender systems and development in the jungle.</i><br><br><b>Del Castillo, Manuel.</b> <i>The Ghosts of Masculinity.</i>  |
| Week 10  | <b>Midterm Exam</b>  |   |
| Week 11  | Health in Peru   | <b>Huayhua, Margarita.</b> <i>Discrimination and exclusion: public health policies and indigenous populations.</i>  |
| Week 12  | Peruvian Migration   | <b>Castles, Stephen.</b> <i>Globalization and Immigration: Some Pressing Contradictions.</i>  |
| Week 13  | Education and Social Programs in Peru  | <b>Turn in second volunteer report.</b>   |
| Week 14<br>(Trip to the Afro-Peruvian town-El Carmen, Ica) | The Afro-Peruvian Community. Lecture on the Afro-Peruvian community with the director of the NGO Afroperuana Cimarrones.   | <b>Stubbs, Josefina.</b> <i>Poverty, social discrimination and identity: the case of the Afro-descendant population in Peru.</i> Chapters 5 and 6.  |
| Week 15  | Human trafficking in Peru  | <b>Turn in reflection on trip to El Carmen via email.</b>   |
| Week 16  | Biodiversity and Sustainable Development in Peru. Mining and Farmland.   | <b>Brack, Antonio.</b> <i>Biodiversity and Sustainable Development.</i> Pgs 1-20.   |

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| Week 17 | Social Conflicts in Peru.<br>Lecture with Javier Torres, specialist in Peruvian social conflicts. | <b>Torres Seoane, Javier:</b> <u>“Lots of Protest, Little Change”</u> , in: <i>We will Behave Badly. Social Protest and Freedom of Expression in Latin America.</i> |
| Week 18 | <b>Final project presentation</b>   |   |
| Week 19 | <b>Final projects due</b>   |   |