

GLOBAL MIDDLE AGES-PERU

English 321 Spring 2016

Course fulfills the “transnational literature” requirement for the English major/minor



This course and linked field study will use poems, novels, films, archeological ruins, religious texts and museums to explore how Peruvian literary and material culture works to shape and define contemporary (western) conceptions of individual, communal and national identity. The guiding questions of the course--who owns the past and why should we care?--encourages us to reflect upon our own claims to history, and how the distant past serves as a powerful lens to envision and reimagine the future.

Course Information

Instructor: Dr. Jana Mathews

Course Meets MWF 11-11:50am Orlando 113

Office: 115 Carnegie

Office Hours: MWF 8-10am and by appointment

Cell: 407-913-1679

Required Course Materials

Llosa, *Death in the Andes*

McQuarrie, *The Last Days of the Incas*

All course readings are available on our course Blackboard site (BB)

Student Learning Objectives

1. Hone close reading skills
2. Analyze and appraise contemporary critical discourses and theories relating to Peruvian literary history, travel and individual and national identity
3. Learn how to synthesize a diverse array of skill sets (close reading, integration of secondary sources) into the construction of a research paper



Course Assignments

All of your work for this course is designed to fulfill one or more of the student learning objectives. Your short essay is designed to perfect your close reading skills, which you'll need to construct your research paper. Your annotated bibliography will help you learn to identify and interpret secondary sources and create a road map for your research paper argument. Your tour guide project will contextualize the knowledge you acquired over the semester and demonstrate its relevance to and utility within the field study portion of this course.

- 1. Close Reading Essay (5-7 pages; 20%):** This assignment asks you to construct an original argumentative essay on a course text/object/cultural phenomenon of your choice. If a formal research paper is like a group date (a conversation between you and a bunch of scholars), then this essay is like a one-on-one date in that it is just you and the text. So exciting, I know! This essay's structure will take the form of several linked close readings of a text of your choice, yoked together by a bold thesis and sexy answer to the "so what" question.
- 2. Tour Guide Assignment (20%):** Dr. Russell and I know that you love us, but we also know that you will stage a riot if we are the only voices that you hear all week long. To that end, we invite you to work in pairs to serve as tour guides of a Peruvian site that we will visit this term. Your work for this assignment will include A) a concise and engaging 2-page summary of the site and its significance/relevance to this course B) an informative and engaging 10-minute on-site tour that includes information, stories and insights NOT covered in the summary. Think of your tour as a kind of close reading: you don't have to cover or account for everything at the

site; just pick a stylistic detail that is interesting or engaging or weird. For example, if you are working with Machu Picchu, your summary might include a brief overview of the history of the site as well as identify why it is interesting. Your tour might include a close reading of one of the structures or a study of a notable, unique, or otherwise fascinating architectural detail of the city.

3. **Field Study Portfolio (10%):** We will be seeing and doing A LOT on our field study trip to Peru. Part your work for this part of the course will include participation in a number of interactive activities.

4. **Thank You Letter to Mark Miller (10%)**

5. **Final Term Project (40%)**

Option A: Argumentative Research Essay (10-12 pages)

The argumentative research paper constitutes the highest form of academic writing. An argumentative research paper makes a unique, specific, and debatable argument about a larger thematic idea or topic and uses selected secondary sources to bolster and support this claim. An argumentative research paper makes a unique, specific, and debatable argument about a larger thematic idea or topic and uses close readings of textual passages and selected secondary sources to bolster and support this claim. This is your chance to think boldly and flex your mental muscles. I value intellectual risk taking more than a perfectly polished paper, so push yourself outside your comfort zone and write the kind of paper that you have always been nervous or afraid to write.

Option B: Mini-Research Essay (6-7 pages) + Self-Designed Term Project

One of the primary goals of 300-level courses is to help you develop and hone skill sets that you will be using in the real world. Since most of you will not be writing close-reading based research papers for a living, this option offers the flexibility to devise your own course-related term project. Planning to work in the tourism industry? Fantastic! Design a comprehensive marketing plan for a new theme park attraction. Aspiring journalist or writer? Contribute to your portfolio by writing an op-ed, newspaper article, press release and short story based on things, places or issues related to this course. You get the idea.... Pitch me an idea and let's do it!

Grading Scale:

A (94-100) A- (90-93) B+ (87-89) B (84-86) B- (80-83) C+ (77-79); C (74-76); C- (70-73); D+ (66-69); D (64-66); D- (60-63) F (59 and below)

Course Policies/Unsolicited Advice

Attendance

Here's my take on attendance: you have made the commitment to enroll in these linked courses (many thanks) and I take seriously the responsibility to make coming to class each day worth your while. Every classroom discussion and activity correlates to a mode of assessment, so missing class is equivalent to shooting yourself in the foot. Why would you do that? Due to the competitive nature of the admissions process for this course, this course abides by the following attendance policy: you are allowed 2 absences without penalty (this includes class AND evening speaker sessions). Your 3rd

absence may result in your final course grade being lowered by 1 full letter grade. If you miss 4 classes (or approximately ¼ of the course), you will earn a failing grade for the course and may not be able to go on the trip (you will be responsible for covering your portion of non-refundable pre-paid expenses). No one has ever fallen into this category, so don't be the first! I do not distinguish between excused and unexcused absences, so choose your absences wisely. I also reserve the right to count chronic or extreme tardiness and lack of preparation as an absence. If you have a disability that may require additional exceptions to this rule, please come talk to with or make an appointment with the Disability Services Office.

Disability Services

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling 407-646-2354 or email: gridgey@rollins.edu

Plagiarism

Plagiarism is a serious offense with serious consequences that may include failing an assignment, the course, or both. Forms of plagiarism include but are not limited to purchasing a paper online, cutting and pasting material from the Internet or other electronic or print source (including Wikipedia), passing off someone else's work (or portions of that work) as your own, and failing to cite external sources. If I suspect that you have cheated on an assignment, you will be referred to the Dean of Student Affairs.

Academic honesty is integral to the Rollins learning environment and adherence to the Academic Honor Code is a responsibility affirmed by writing the following pledge on the bottom of all submitted work: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Credit Hour Statement for Rollins Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are fieldwork, research, experiential education, small-group projects, reading, drafting and revising of papers and film viewing.

CLASS SCHEDULE

*** Signifies High Reading Load Day. Please plan accordingly.

Week 1: Welcome to Peru via Indiana Jones

W 1/13 Texas: View *Indiana Jones and the Crystal Skull*

I'm out of town on a research-related work trip, but will be back on Friday!

F 1/15 Read: Museum Theory Editors of Scientific American, "Who Owns the Past?" (BB)

During class: finish viewing *Indiana Jones and the Crystal Skull* and discuss film.



Week 2: Romance and Nostalgia

There is nothing hotter than a romp in the jungle. Or so insists the enormously popular genre of romance novels set in the Amazon. What is the range of the ways that we romanticize South America and why? How does fetishizing "lost civilizations" affect the way that we see ourselves and our relationship to these communities and cultures?

M 1/18 **Martin Luther King Jr. Day-No Class during day; Optional: 5-6:30pm complimentary dinner at La Granga Peruvian Restaurant. 490 N. Semoran Boulevard, Winter Park, FL**

W 1/20 ***Grann, "The Lost City of Z" (BB); McKenna, from *Man with a Mission* (BB); Leone, from *Fever Dreams* (BB)***

F 1/22 ***Molina, from *Accounts of the Fables and Rites of the Incas* (BB); Poma de Ayala, from *The First New Chronicle and Good Government* (BB); Cobo, *Introduction to Inca Religion and Customs* (BB); Cobo, *Introduction to Inca Religion and Customs* Parts 1 and 2 (BB)***

Week 3: "The Discovery of Machu Picchu"

In 1911, Yale historian Hiram Bingham "discovered" the lost city of Machu Picchu. This week we'll hear the details in his own words. Then we'll turn our attention to the story of the sixteenth-century conquest of the Incas by Pizarro and his men.

M 1/25 Bingham, "The Wonderland of Peru" (BB); MacQuarrie, "The Rise and fall of Hiram Bingham, 'Discoverer' of Machu Picchu" (BB)

W 1/27 ***MacQuarrie, *The Last Days of the Incas*, pp. 15-117***

F 1/29 ***MacQuarrie, *The Last Days of the Incas*, pp. 118-229***



Week 4: Vallejo and Skármeta

This week, we will have the privilege of studying select works from celebrated Peruvian poet Cesar Vallejo. In addition, we will pause briefly to consider the writings of another South American writer—Antonio Skármeta. Attendance is required either at the complimentary film screening at the Enzian on Wednesday or Skármeta’s talk on Thursday night.

M 2/1 ***MacQuarrie, *The Last Days of the Incas*, pp. 230-378; Diamond, “Collision at Cajamarca”(BB)

W 2/3 Vallejo, from *Trilce* (BB)

Attend 1 of the following events:

W 2/3 Antonio Skármeta film screening of *No* at Enzian Theater at 6:15pm

TH 2/4 Antonio Skármeta reading 7:30pm Bush Auditorium

F 2/5 No Assigned Reading. During Class: Field Study Orientation with Becky Easter from IP



Week 5: The Shining Path

Founded in the 1960s by university philosophy professor Abimael Guzman, Peru's militant offshoot of the Communist Party of Peru engaged in a bloody guerilla war with the country's government throughout the 70s, 80s and early 90s. We'll enter into the conversation about Peruvian politics via *The Dancer Upstairs* and Nobel Prize winner Mario Vargas Llosa's novel *Death in the Andes*.

M 2/8 No Assigned Reading.

W 2/10 ***Llosa, *Death in the Andes Part I* (pp. 1-141 in my copy)***

F 2/12 ***Llosa, *Death in the Andes, Part II* (pp. 142-276 in my copy)***

Sun 2/14 Essay 1 Due. Please submit to BB by 11:59pm.

Week 6: Museums

Museums are ubiquitous pit stops on any vacation and thus constitute the initial gateway by which people learn about and engage with foreign cultures and communities. Our preparation for our own upcoming international museum visits will take us through readings and discussions about the theory of collecting and curating, the ethics of ownership, and the politics of display.

M 2/15 Foucault, "Natural History" (BB); Hooper-Greenhill, "What is a Museum?" (BB);
Brown, "Thing Theory" (BB)

W 2/17 Macdonald, "Exhibitions of power and powers of exhibition" (BB)

F 2/19 No Assigned Reading. **Field Study Assignment Due. Please submit to BB by start of class.**



Week 7: Tourism

Before we board the plane, we will think and talk about Iyer's provocative essay "Why We Travel" within the context of our own individual and group travel aspirations and expectations.

M 2/22 Enzenberger, "Theory of Tourism" (BB); Iyer, "Why We Travel" (BB)

W 2/24 Last Minute Trip Preparations

F 2/26 No class. **LEAVE ON TRIP!!!**

After Spring Break

M 3/14 No Assigned Reading. In Class: Trip Debriefing + Final Paper/Project Instructions
THANK YOU CARD FOR MARK MILLER DUE

3/15-3/30 Individual Meetings with Instructor

M 4/4 Project Presentations

W 4/6 Project Presentations. Last day of class!!!