

SIMPSON COLLEGE
2010 MAY TERM OFF-CAMPUS TRAVEL COURSE PROPOSAL

Date: Jan 15, 2009

Completed forms should be submitted to the Office of International Education no later than Jan. 15, 2009 for international travel courses and no later February 17, 2009 for domestic travel courses.

Name of proposer(s):
Mark Freyberg

Department(s):
Social Science

Please check one of the following:

- INTERNATIONAL Off-Campus Travel Course**
 DOMESTIC Off-Campus Travel Course

I. Course Information

- A. Course number, if course has been offered previously:
- B. Course title: (Anthropology) The Ancients Knew Us: What the Inca of Peru Can Teach Modern Civilizations
(*Note: The name of the place of study should appear in the title*)
- C. Transcript Course Title (max. 21 characters): Ancient Inca/Modern Peru
- D. Course level (100/200/300): What is the rationale for offering the course at this level?

200 level. No prerequisites needed. Course is intended to draw from a wide variety of majors/disciplines. No major research paper requiring upper-level skills. The main qualities needed for success are open-mindedness and thoughtfulness, along with general college-level study skills.

- E. Minimum enrollment: 10
(*For 1 instructor, must be at least 10 students; for 2 instructors, must be at least 20 students.*)
If proposed minimum is less than the requirement, provide a rationale for receiving variance.
- F. Maximum enrollment: 16

II. Course Description

- A. Course goals and objectives: Given that Simpson May Term Off-Campus Travel Courses aim to provide students with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities, please outline the learning objectives for your course.

Students should:

1. Acquire a very basic understanding of the field of anthropology.
2. Increase your respect for other cultures and for culture itself as a framework for civilization.
3. Begin, reinforce, or expand your understanding of the Spanish language.
4. Increase your appreciation for historical connections (past with present).
5. Develop your ability to critically examine your own culture.
6. Enhance your knowledge of yourself and your possibilities within your primary culture.

- B. Rationale for the course: Please explain how the course fits in with your department and/or the college's curriculum.

If we meet the goals above, this should be clear. The course is built on a holistic view of culture as **the way a people collectively provide for their material and spiritual needs**. The course should foster critical thought, historical and cultural awareness, and a deeper understanding of the ways in which one "fits into" their culture. These are good outcomes at all levels of one's college education, helping supply a foundation for higher-level courses in sociology, anthropology, language, and history, or expanding on early learning in these fields and others.

- C. In-country activities: Describe how the planned immersion activities (these could include home stays, service learning opportunities, interviews with locals, Q & A sessions with local guest lecturers/speakers, etc.) will be integrated into educational goals of the course.

Indigenous guides in Cuzco (our base) will help students connect Peru's present with its past. Most of them I met last summer were keenly aware and quite proud of their lineage, and long hikes through ruins give plenty of time for informal question-and-answer. Museum tours and site visits will deepen students' knowledge of the Inca and their ties to cultures that came before and after.

The 2-day visit to Machu Picchu provides lots of time before and after the mid-day excursion visits by the bulk of tourists. The MEC faculty guide (see cover letter) will have students assist in measurement of the site's ruins and alignment of its buildings. This bit of hands-on anthropology, in conjunction with the MEC guides, will give students an appreciation of the brilliant design of ancient Inca architecture and urban planning.

Two days spent working in an orphanage in Cuzco will help students become familiar with some of the locals, hopefully in a way that helps them see both cultural differences and some human qualities that transcend culture (suffering, hope, kindness, laughter).

- D. Required course assignments and evaluation

1. Explain specific course requirements and indicate when they would occur (e.g., P=during the on-campus spring semester prep course, O=off-campus, and D=during the de-briefing portion of the off-campus experience; it's possible that some assignments will happen in all of the periods, e.g., Readings could be P-O-D)

- a. Participation (P-O-D)

Encouraged at all times, in part because to be successful, a travel course demands a higher level of contribution from each individual. Defined as "overall engagement with and contribution to the course."

- b. Readings (please specify what these will be) : (P-O)

P: Terrence D'Altroy, *The Incas*, (Blackwell, 2003).

P: Neil Postman, *Conscientious Objections: Stirring-Up Trouble About Language, Technology, and Education*, (Vintage, 1992).

P: Mario Vargas Llosa, *Death in the Andes* (Picador, 1993). Available in Spanish and English.

O: Michael E. Moseley, *The Incas and their Ancestors: The Archaeology of Peru* (Thames + Hudson, 2001).

- c. Journal reflections (O)

Guided entries noting interesting/valuable aspects of Inca/Peruvian culture, the ways students' own socialization might be inhibiting or biasing experience of these cultures, and self-knowledge gained during travels.

d. Exams (P)

One only, on survival skills for international travel.

e. Papers/Presentations/Field reports, etc. (P, D)

P: Pre-Travel Essay: discusses prior knowledge of Inca/Peru, personal travel “style” (i.e., one’s material and spiritual needs while away), expectations of destination, and how students will prepare for the trip.

D: Final Paper: “Navigating Culture in a Small Boat”: students are to reassess personal material and spiritual needs, how they might apply cultural understanding to obtain/satisfy these, and how the course may have influenced this new assessment.

D: Brief presentation of unique experiences and self-discovery

f. Other assignments

2. Approximately what percentage will each of the above course requirements contribute toward the final course grade?

Participation:	20%
Pre-Travel Essay:	20
Journal	20
Post-Travel Essay:	20
Survival Skills Exam:	10
Presentation of Experience	10

E. Catalog course description of about 100 words which includes a statement of expected course work (papers, exams, journal writing, presentations, etc.)

A peculiar modern conceit encourages us to believe that contemporary America is the greatest culture in history. But what do people from other times and places have to teach our great culture? This course takes a holistic view of ancient Inca and modern Peruvian cultures, emphasizing how they have met the material and spiritual needs of their citizens. We will compare these societies to our own, asking how we might alter our way of living to gain fulfillment as individuals and as a people. We will travel to the Andes region of Peru to see both the cosmopolitan city of Cuzco and several ancient Inca sites, including the “Lost City” of Machu Picchu. Assignments include three papers, a pre-travel exam and a post-travel oral report.

F. Are there prerequisites for this course? Yes No
If yes, please list them and briefly provide a rationale.

III. Other Information

A. Has this course been offered in a previous May Terms? Yes No
If yes, please indicate *when* it was offered and the approximate enrollment.

B. Department(s) in which credit is to be awarded: Anthropology (Dept. of Social Science)

C. If this course will meet requirements for a departmental major or minor, please explain briefly:

As an anthropology course, this would count toward the sociology major and minor. Social Science has only two regularly-offered anthropology courses, one of which is *required* for the major.

D. Proposed dates of the travel course, including dates you anticipate being abroad:

(Note: It is highly recommended that the group should depart no earlier than Sat., May 1, 2010, and should return no later than Thurs., May 20, 2010.)

Monday, May 3 through Friday, May 21. (Depart Des Moines Tuesday, May 4, return Wed., May 19).

E. Proposed location(s) and how the site location(s) relate to the core objectives of the course:

Two days in Lima, with tours and lectures on modern Peru. Initial lecture on ancient Inca.

Five days in Cuzco, the ancient Inca capital and current provincial capital. Lecture on melding of Spanish and native culture, tours of museums and local Inca architecture.

Two days in Machu Picchu, studying alignment of buildings and “sacred geometry.” Students will also see the tourist town of Aguas Calientes, a superb example of the uneven effects of globalization.

One day in the Sacred Valley, including an incredible buffet of local food and a site lecture on the engineering of food production in the Andes in ancient and modern times.

Two days in Cusco, including a “free day.”

Last day in Lima, with one museum visit and “closing ceremonies” dinner.

F. Indicate your level of familiarity with the site(s) visited during the course.

Freyberg: One trip to Peru in 2007 for NSF “short course”, with itinerary similar to that of the proposed course. No knowledge of Spanish (yet). Attended NSF course in Guatemala in 2006. Has familiarity with Incas from five semesters teaching Anth 310: Indians of the Americas.

G. Will the off-campus component of this course require a significant amount of physical exertion on the part of the course participants? On a scale of 1-5, with 1 being little physical exertion and 5 being a tremendous amount of physical exertion, please rate the anticipated activities related to this course. Do you anticipate that the course activities would pose any significant challenges for someone with physical disabilities?

Yes. I rate physical exertion at 4.0. Altitude in Cuzco is 12,000 ft. Access to ruins frequently requires arduous climbing, sometimes on narrow, 600-year-old stone stairs. Hiking and climbing are made more difficult by the “thin air.” Acclimatization and frequent rests allow all fully-abled visitors total access; wheelchair users would be very restricted in movement. Some conditions, including alcohol intoxication, migraine, and others, become more serious at this altitude. I plan to obtain more-specific information to provide to all interested students.

V. Proposed Budget for the Course
(A more precise estimate is not due to the OIE until September 7, 2009)

First, estimate expenses for instructor(s) and course assistant(s), if any, (in total, not per student)

Air transportation (Des Moines -- Lima -- Cuzco (round trip))	\$ 1100
In-country transportation: To/from Lima airport/hotel)	\$ 10
Lodging	\$
Meals (six meals en route, 13 lunches + dinners in-country)	\$ 268
Events: tickets, admissions, excursions, etc.	\$
Any necessary entry visas	\$
Misc.	\$
Other (explain):	\$
Total instructor(s) and course assistant expenses	\$ 1378

Next, estimate the cost per student, based upon the minimum enrollment number (10) from page 1 of this document:

Air transportation: Des Moines -- Lima-- Cuzco (round trip)	\$ 1100
In-country transportation: To/from Lima airport/hotel)	\$ 10
Lodging	\$
Meals (6 meals en route @ \$10, 26 lunches/dinners in-country)	\$ 268
Events: tickets, admissions, excursions, etc.	\$
Honorariums	\$
Tips (including indigenous guides)	\$ 15
International Student I.D. card	\$ 22
SC Study Abroad Program Fee	\$ 100
Any necessary entry visas	\$
Contingency fund (\$100 recommended)	\$ 100
Other (explain): package fee incl. expenses not noted above	\$ 2000
Subtotal per student expenses (based upon minimum enrolled #)	\$ 3615

Finally, divide the "Total instructor(s) and course assistant expenses" by "the minimum enrollment number (10) from page 1 of this document" to get a "per student instructor cost." Then add

Subtotal per student expenses (based upon minimum enrolled #)	\$ 3615
+ per student instructor cost	\$ 138
= Total per student cost	\$ 3753

Additional expenses not covered by the program for which students need to budget:
For example, passport @ \$97, books, meals, immunizations, trip cancellation insurance, etc.

Passport (\$97), books (\$45), trip cancel. ins (\$50), discretionary spending money (\$100)

Total estimated additional expenses not covered by the course: \$292

Instructor signature: _____ Date: _____

Instructor signature: _____ Date: _____

Dept Chair approval: _____ Date: _____
(department(s) in which credit is to be awarded)

Dept Chair approval: _____ Date: _____
(department(s) in which credit is to be awarded)

Div. Head approval: _____ Date: _____
(division of the instructor)

Div. Head approval: _____ Date: _____
(division of the instructor)