

COME TO PERU, LAND OF THE INKAS

with

Professor Helaine Silverman

FALL 2014 and WINTER BREAK (January 1-12, 2015):

GLBL 298 – 3 credits

Lost Cities, Historic Capitals, and World Heritage:
Cultural Tourism and Economic Development in Peru

This course will meet once a week a few times in the second half of the fall semester of the coming academic year to prepare you for our great adventure in Peru during winter break (January 1-12, 2015). See pages 2-3 for on-campus schedule. See pages 3-6 for Peru itinerary. See pages 6-7 for grading requirements.

Course Concept

Tourism is often described as the world's largest global industry, affecting virtually all countries around the world and eagerly promoted by most of these. The purpose of this course is to explore one of the key motors of tourism: the UNESCO World Heritage List. UNESCO World Heritage sites are a key vector of cultural tourism and its economic development. But, as we learn in this course, not all tourism and development yield equally beneficial results. Moreover, the relationship between "hosts" (the people living in the foreign country) and "guests" (tourists) is complex and complicated. In this course we deal with *cultural heritage tourism* and its foreseen as well as unintended *social* and *economic impacts* on *local communities*.

As we study the relationship between tourism, economic development and communities students also learn how anthropologists conduct research in a range of ethnological settings, from small rural communities, to towns whose entire existence is dependent on tourism, to cities that are struggling to negotiate the lure of tourism with the need to create a diversified economy and a socially just environment for their local residents. We investigate these issues using three of Peru's World Heritage sites as our case study as well as the magnificent *Sacred Valley of the Incas* with its own spectacular sites.

Cuzco: former capital of the great Inca Empire and a remarkable travel destination

Machu Picchu; the so-called "Lost City of the Incas" and one of the greatest ancient sites in the entire world

Lima: capital of Peru whose beautiful colonial core (today's downtown) is full of great churches and important vernacular architecture, but also is a congested district.

Highlights

- Throughout the Cuzco-Sacred Valley portion of the program we will see great sites and interesting contemporary towns. We will be speaking with many different kinds of Peruvians: university students, tour guides, hotel and restaurant owners and employee staff, ordinary people in the street, officials.
- In Ollantaytambo we see a fascinating, authentic religious festival called Bajada de los Reyes, which happens on the Epiphany of the Catholic calendar (Peru is a Catholic country). This festival mixed Catholic and indigenous practices.
- At Machu Picchu we see what is possibly the world's most beautiful ancient site, whose architecture is magnificently sculpted the hillsides.
- In Lima we will see the dynamic cultural and political capital of the nation.
- Throughout, we will savor Peruvian food, which is one of the world's greatest cuisines, and students will learn how one renowned chef has created a successful marketing and branding campaign of Peruvian food, promoting it a core element of national identity and pinning hopes of economic development around food heritage.

SYLLABUS FOR THE CAMPUS COURSE IN THE SECOND 8 WEEKS

All readings are on moodle for GLBL 298-Peru. <https://learn.illinois.edu/>

W, October 22: THE ANTHROPOLOGY OF TOURISM

Read:

- Chapters 1-4 (=very short text) in Arthur Asa Berger's *Deconstructing Travel* (AltaMira, 2004)

W, October 29: HERITAGE TOURISM and UNESCO's WORLD HERITAGE SYSTEM

Read:

- Chapter 1 in *Heritage Tourism* by Dallen J. Timothy and Stephen W. Boyd (Pearson, 2003)

Wednesday, November 5: CUZCO

Read:

- 2006 The Historic District of Cusco as an Open-Air Site Museum, by Helaine Silverman. In *Archaeological Site Museums in Latin America*, edited by Helaine Silverman, pp. 159-183 . University Press of Florida, Gainesville.

OR:

- 2002 Touring Ancient Times, by Helaine Silverman. *American Anthropologist* 104 (3): 881-902.

[skip a week because professor is away]

Wednesday, November 19: THE REPRESENTATION OF CUZCO AND MACHU PICCHU IN POPULAR MEDIA

We will watch selections from these movies: *Secret of the Incas*, *The Motorcycle Diaries*, *Max Is Missing in Peru*, *The Emperor's New Groove*. We will compare these portrayals, taking in account that they each represent a different decades (early 1950s, early 1960s, 1990s, early 2000s). What issues do the films raise, either deliberately or unconsciously?
No readings

Wednesday, December 3: Professor prepares you for the trip. What to expect, what to pack. Ethnocentrism and objectivity. Ethnographic methods.

Required readings you need to have done before coming to class for this session:

- pdf of “Responsible Travel Tips from GSTC” (Global Sustainable Tourism Council)

Wednesday, December 10: STUDENT PRESENTATIONS OF THEIR RESEARCH

PERU ITINERARY

If you are not a U.S. citizen, you may need a visa to enter Peru. Check with G3 Visas & Passports and with the Peruvian Embassy. Then double-check. Then triple-check.

B= included breakfast L= included lunch D= included dinner

January 1

Students fly to Peru from Chicago, via Miami, traveling overnight so as to arrive the next morning.

OVERNIGHT ON PLANE.

D

January 2

Go through immigration and customs. Change money at airport. Walk out of international end of airport to domestic end of airport. Queue for flight to Cuzco with the luggage with which you arrived in Peru. LAN 2075, departing Lima at 9:45 a.m., arriving Cuzco 11:05 a.m. Check into hotel. REST. Afternoon, Helaine gives students an orientation to Cuzco. Students will eat on their own today because of the altitude – eat lightly; don’t drink alcohol.

7 p.m.: discussion with Helaine. (**Goal:** *What are your first impressions of Cuzco? How do your impressions compare with what you read previously about Cuzco?*)

B

OVERNIGHT IN CUZCO

January 3

Ancient Cuzco

Morning: Sacsayhuaman – Kenko – Tambo Machay – Puca Pucara

Afternoon: We study ancient Cuzco. Students learn about Haukaypata, where the Inca palaces were in the historic district (such as Kusikancha), calle Loreto, Acllahuasi, ScotiaBank’s wall on Maruri, Calle San Agustin, Hatun Rumiyoq-Inca Roca, go inside Coricancha (Inca Temple of the Sun); visit Museo Inka [if there is time]

7 p.m.: discussion with Helaine about what we've seen today (**Goal:** *What tourist behavior did you observe? What do you think of the local organization of tourism? Did you see Peruvians at the places we visited? The museum script of Museo Inka*).

B, L

OVERNIGHT IN CUZCO

January 4

Morning: *Colonial Cuzco*. We look at churches and districts. I take the students into the 5* Hotel Monasterio. We will look at other colonial mansions that are hotels from the outside. Casa Garcilaso to visit the Museo de Historia Regional. Discuss mestizaje.

Afternoon: *STUDENTS DO THEIR PROJECTS*

7 p.m.: discussion with Helaine about the preliminary conclusions of your projects.

B, L

OVERNIGHT IN CUZCO

January 5

All day in the Sacred Valley: Chinchero, Maras (stop to look at stone doorways with carved lintels), Moray. Short hike through salineras (spectacular salt flats) down to valley. Visit chichería. End day in Ollantaytambo. We arrive at 4 p.m. so as to see the beginning of the Bajada de los Reyes celebration when the three *niños* are carried into the plaza.

7 p.m.: discussion with Helaine about what we've seen today (**Goal:** *How would you compare urban life to rural life? Is tourism directly benefitting local people?*)

B, L

OVERNIGHT IN OLLANTAYTAMBO

January 6

All day in Ollantaytambo: the ruins, spectacular Bajada de Reyes celebration; look at the ancient occupied town

7 p.m.: discussion with Helaine about what we've seen today (**Goal:** *Who is participating in Bajada de Reyes and in what capacity? What conclusions do you reach about the social organization of Ollantaytambo? Is tourism disrupting town life in Ollantaytambo or enhancing it in some way?*)

B

OVERNIGHT IN OLLANTAYTAMBO

January 7

Spectacular train ride from Ollantaytambo to Machu Picchu. We have lunch at the buffet then go to site of Machu Picchu for our guided tour.

7 p.m.: discussion with Helaine about what we've seen today (**Goal:** *How is tourism to Machu Picchu organized? Who visits the site? What is the town below the site like?*)

B, L

OVERNIGHT IN AGUAS CALIENTES (town at the base of Machu Picchu)

January 8

Depart Machu Picchu/Aguas Calientes on the 8:53 a.m. train to Ollantaytambo. Upon arrival in Ollantaytambo we are picked up by our own tour bus. *Fabulous day of exploration* from Ollantaytambo to Urubamba, Taller Seminario (beautiful pottery – students may wish to have some money with them to make purchases), to Písaq for lunch and the plaza market – *Note: the current mayor has a plan to remove this famous tourist attraction from the plaza and put it in a new three-story cement building. What do you think?*. End day in Cuzco.

7 p.m.: discussion with Helaine about what we've seen today (**Goal:** *How is tourism affecting the Sacred Valley? How does it vary in each place? Who is participating in tourism and who isn't?*)

B, L

OVERNIGHT IN CUZCO

January 9

Day trip through countryside south of Cuzco with guide to see colonial churches and towns, spectacular Inca and pre-Inca ruins: Tipón, Andahuaylillas, Rumicolca. Oropesa to see a traditional *panadería* and buy the bread for which Oropesa is famous (intangible cultural heritage).

7 p.m.: discussion with Helaine about what we've seen today (**Goal:** *How is each place organized for tourism? Who is participating or not participating in tourism?*)

B, D (farewell)

OVERNIGHT IN CUZCO

January 10

We leave Cuzco and fly back to Lima on Lan Peru #2044, departing Cuzco at 11:05 a.m., arriving in Lima at 12:10 p.m. We go to hotel in Miraflores. Students have the afternoon and evening free (“decompression time”). Helaine will give students suggestions of what to do, including the beach since it is summer in Lima.

B

OVERNIGHT IN LIMA

January 11

All day in Lima.

Morning: Our bus takes us to the historic center of Lima (walk down Jr. de la Unión from Plaza San Martín to Plaza de Armas, past Desamparados and past San Francisco to city wall.). Then our bus takes us to lunch.

(**Goals:** *the challenge of heritage management in a huge city and what is and isn't privileged for tourism; how the ancient Pucllana site is protected and marketed so as to be a major cultural and economic force in an urban setting.*)

Late afternoon: OPTIONAL: Walking tour of Barranco which was recently featured in *National Geographic Traveler* (March 2013) as the “Bohemian district.” Compare its remnant turn-of-the-century seaside resort architecture to the gentrification currently underway and the push for historic preservation.

B

6:30 P.M. - BAGS TO BUS FOR TRANSFER TO AIRPORT

Late evening: depart Peru on American #918. This is an overnight flight, departing at 11:55 a.m.

January 12 The flight arrives in Miami around 5:30 a.m. Go through U.S. immigration and customs. Transfer to Chicago flight, arriving in O'Hare Airport before noon. **D, B**

BASIS OF GRADING

Total score for final grade is 100 points

FINAL GRADE IS DETERMINED BY ADDITION OF THE POINTS

A+ (96-100); A (90-95); A- (88-89); B+ (86-87); B (80-85); B- (78-79); C+ (76-77); C (70-75).

Grading in the second 8 weeks on campus in the fall

25 pts

The paper will probably be 3-5 pages long. *Use my questions as your headings in the paper.*

Look at advertised group tours of Peru from travel companies such as:

Overseas Adventure Travel (<http://www.oattravel.com/>),

Odysseys Unlimited (<http://www.odysseys-unlimited.com/>),

Archaeological Tours (<http://www.archaeologicaltr.com/>),

Far Horizons (<http://www.farhorizons.com/index.php>),

Adventures Abroad (<http://www.adventures-abroad.com/>),

National Geographic Expeditions

(<http://www.nationalgeographicexpeditions.com/>)

Lonely Planet (<http://www.lonelyplanet.com/peru/tours/small-group-trip/machu-picchu-express>)

Kuoda Travel (<http://kuodatours.com/Peru-Luxury-Tours/Peru-Luxury-Tours.html>)

Abercrombie & Kent (<http://www.abercrombiekent.com/>)

Southern Exposure Tours (<http://www.southernexposuretours.co.nz/>)

Can you find other tours?

Answer the following:

Describe and analyze what is being said about Peru and about Cuzco/Machu Picchu in particular.

What visual images accompany the text? Describe and analyze the images.

How are people and places depicted?

What else can you see in the tourist scripts you are reading?

What narratives do they tell about people and places in Cuzco and the Sacred Valley?

What is and isn't presented as worthwhile to see/do?

How is "touristic value" presented, if at all?

Are there recurring words, phrases or photographic images that are used?

What is said about sights and sites?

What context about contemporary Peru is given?

Are the local people who live in these places mentioned? What's said about them?

Are any other people mentioned?

Grading in Peru

25 pts - Participation

My expectation is that you always will be ready to leave on time; you will follow my instructions; you will listen and be intellectually engaged when I (or a guide) am imparting knowledge about a place we are visiting; you will participate in the evening discussions; you will not be drunk or doped at any time; you will be polite toward me and all Peruvians with whom we interact; you will be kind to your fellow students; you will not make a fuss about lodging, food or roommates; and you will not act in any way that brings embarrassment to me or discredit to the University of Illinois.

15 pts - Field research in Peru: you need a notebook and pen

On one afternoon you will work in 2-person teams in a colonial district to investigate the conversion of the historic center into a tourist zone. Each team will be assigned a street. You will write down the address of every building on the street I assign you (both sides of the street) and assess whether it is residential or commercial. Residential means people (assumed to be Cuzqueño unless you observe otherwise) are living there. Commercial may be a local person's business dedicated to the domestic economy, or it may be a hotel, restaurant, laundry, etc. dedicated to the tourist sector. Some buildings may have multiple functions and you should indicate this. What is your conclusion about your street? Is it largely local or has it entered the tourist economy and to what degree. In the evening we will discuss everyone's streets and draw comparisons, contrasts, and conclusions.

Grading after Peru

25 pts - Annotated photographic field journal. You will be compiling this in Peru and it is to be turned in on the first day of the Spring semester. To save you an expense, you will do this in powerpoint form and you will put the powerpoint on a disk and give me the disk. Or put it in U of I BOX. I don't think you'll be able to email it because it will likely exceed the permitted capacity of illinois.edu. The goal is for you to choose at least 25 images (you may put more than one on a powerpoint page if they are related) and to narrate their significance in terms of what you will have learned in Peru. Choose photographs that illustrate the issues undergirding this course. Your captions should reveal your understanding of the issues we have discussed. You should write enough so that I can apprehend your insights. My advice is for you to be compiling potential images every night in Peru and culling them as the days progress so that by the time you return home the assignment is done and needs only a final revision.

10 pts – Paper (2 pages): Now that you have been to Peru, were you to go back and do research, what project would you do and why? This paper is due two weeks after the first day of the Spring semester.