

Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.

Study Abroad in Peru: Food and Culture

Summer 2020

6 credit hours

ASB 443/SSH 403 Cross-Cultural Studies in Global Health (6)
Fulfills CLAS Science & Society; and/or fulfills General Studies (L or SB) & G
(This course is repeatable for credit.)

or
ASB/SSH 300 Food and Culture (3)
Fulfills General Studies (L or SB) & C
Fulfills Global Health Culture Society and Health requirement

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Course Description:

How and why do we choose what we eat? The foods we consume literally become the tissues of our bodies and have significant impacts for our overall health. Yet, because food is such a basic part of our lives, we often fail to recognize the variety of factors that shape our cuisine and dietary habits. In this hands-on course, we step outside of our daily eating routine and immerse ourselves in the cuisine and culture of Peru to explore the relationships between humans and food. In recent years, Peruvian cuisine has come to be considered among the best in the world, and the capital city of Lima has been dubbed the culinary capital of Latin America. Among the features that make Peruvian food exceptional is the wide variety of ingredients available from across the extremely diverse landscape stretching from the Pacific coast across the Andes mountains to the Amazon rainforest. Additionally, diverse multicultural influences from throughout Peru's history contribute to its modern cuisine. Over the course of this program, we will cook and eat our way across Peru, examining the intersections of food and culture that occur everywhere from the production of ingredients to the market to the kitchen, and finally to the table. We'll tour museums and famous archaeological sites, including Machu Picchu, steeping ourselves in the ancient traditions and more recent historical events that have shaped Peruvian cuisine. We'll visit with local producers, examining foods at their source through hands-on demonstrations at sites across Peru's diverse landscape, from the beach to the desert valleys to the mountains to the rainforest edge. We'll learn how to cook traditional dishes, eat world-class meals at a variety of restaurant types, and explore some of the most diverse food markets on the planet. Drawing on perspectives from anthropology, global health, and other fields we'll use our experiences to investigate a variety of questions which include: How do our foods define us and distinguish us from others? How does our social and natural environment shape our diet and our health? What role does history play in shaping one's diet and cuisine? How does globalization impact local resources, food access, and dietary trends?

Course Goals:

Through hands-on activities in Peru and comparisons to U.S. traditions, students will examine the intersections of food and culture, learning in the process how local and global historical processes, the natural and social environment, and contemporary globalization influence diet and health, as well as the myriad ways in which different groups use cuisine and dietary habits to form and transform their social identities.

Learning Outcomes:

By the end of this course, each student will have demonstrated that they are able to:

- Apply basic anthropological and social science concepts relevant to the study of food and society
- Compare and contrast cultural meanings of food and eating in Peruvian society with those in the United States
- Form a basic understanding and appreciation of the fundamentals of Peruvian food and diet, including the history and use of ingredients, and the form and meaning of cuisines and meals
- Assess how Peruvian dietary habits intersect with local and global economies, processes of globalization, and patterns of nutrition and health

Pre-requisites: None

Required Course Texts/Readings:

All required readings will be provided online through Canvas. Copies of all readings should either be downloaded to a laptop or device you will bring with you or printed out prior to departure.

Course Format

This experiential learning program examines sets of integrated problems through hands-on activities and critical thinking exercises. Students are asked to simultaneously think big and attend to details. Prior to departure you will be asked to view a short series of online lectures and optional videos, which provide an overview and background to our course topics. On the ground in Peru, we will use collaborative group discussions and varied interactive learning exercises to digest our observations and experiences and relate them to the larger questions the course seeks to address, along with related points of interest. This approach requires students to be flexible, open, and good-tempered; it is challenging but most professional settings now require us to work in teams, so you are acquiring important skills. In any group, tensions can arise because we have different skills and styles. The trick is to determine how the group can harness everyone's strengths to move forward and reach a common goal.

Coursework

Final grades for the course will be assigned on basis of the following:

Introduction Activity (online)	15 points
Pre-Departure Readiness Quiz (online)	20 points
Background Materials Pre-Departure Quiz (online)	30 points
Field Journal & Course Participation	160 points
Analysis of a Dish (Individual Summary Report & Group Presentation)	100 points
Food and Identity 2-part Essay	100 points
Food and Global Health Policy Brief	125 points
Oral Reflection	50 points
	600 points

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the program, and in the event you wish to contest any grades.

Final Grades

The final grades for each of the courses listed below will be assigned as follows:

A-/ A/ A+	89.5-92.4/ 92.5-97.4/ 97.5-100	Excellent
B- /B/ B+	79.5-82.4/ 82.5-87.4/ 87.5-89.4	Good
C/ C+	69.5-77.4/ 77.5-79.4	Average
D	59.5-69.4	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

Extra Credit

There will be no extra credit opportunities assigned for this course.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request) (<http://students.asu.edu/forms/incomplete-grade-request>).

Late Assignments

Late assignments will be accepted only under the most compelling and documented circumstances. The professor must be notified before the due date, and unapproved late assignments will be subject to a deduction of points.

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Course Policies:**Absences**

Unexcused absences are grounds for **dismissal** from the course and program. Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including the ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

Expected classroom behavior

Due to the nature of this course, our classroom is comprised of varied locations in a foreign setting with a variety of guest speakers. Students are expected to be on time to program activities and respectful of all guest speakers and all individuals with whom you interact over the course of the program. Inappropriate behavior will not be tolerated and is grounds for **dismissal** from the program.

Policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

If you have any questions, please refer to [ACD-304-10 Course Syllabus](#) or contact P.F. Lengel or Jenny Smith in the CLAS Dean's Office at (480) 965-6506.

Sexual Violence/Harassment

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited.

An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eooss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Drop and Add Dates/Withdrawals

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#) and [Drop/Add and Withdraw](#).

Email Communications

All email communication for this class will be done through your ASU email account. Your email communications should be [professional](#) and succinct. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email contact the [help desk](#).

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <https://students.asu.edu/academic-success>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <https://eooss.asu.edu/drc>
- Major/Career Exploration: <https://eooss.asu.edu/careerguide/majorsandcareers/selfassessment>
- Career Services: <https://eooss.asu.edu/cs>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: <https://shesc.asu.edu/content/undergraduate-experience>. Our advisors are always willing to discuss career and guidance options with you.

Overview of Course Assignments

Online Introduction Activity Due (15 points)

Prior to our first mandatory pre-departure orientation meeting, you will be asked to complete a brief online introduction activity through the course Canvas website. You will be asked to briefly present the information from your post during our meeting.

Pre-Departure Readiness Online Quiz Due (20 points)

Prior to our second mandatory pre-departure orientation meeting, you should complete the online quiz on the provided pre-departure information tabs in Canvas. You may retake the quiz as many times as you would like; your highest score will be recorded. We will review this information during our first pre-departure orientation as well. Please bring any questions you may have to these meetings.

Course Intro Quiz Due Online (30 points)

Like most travel, our time in Peru is limited and valuable, so it is important that we spend at least a bit of time pre-departure to learn contextual information that will provide a background to help you better understand your observations and experiences while abroad. To achieve this, you will participate in a second pre-departure orientation meeting designed to introduce you to Peru and our course topics. Prior to departure, you'll take an online quiz comprised of 30 multiple choice and true/false questions (each

worth 1 point) over the material presented. The quiz is intended to help you become familiar with this material, and thus there is no time limit on the quiz. You also may retake the quiz as many times as you would like; your highest score will be recorded.

Course Participation & Field Notes (160 points)

A substantial portion (~27%) of your course grade will come from your daily participation in program activities and your recording of your observations and experiences in the form of field notes. Throughout the program you will practice participant observation, a common field research method used by anthropologists and other social science researchers to learn about other cultures. At the start of the program, on the ground in Peru, we will discuss in detail what participant observation is, how you should plan to apply this technique during our program activities, and how to take field notes. You will be required to take detailed field notes for 15 of the 21 days of the program, at least 5 entries per week. Entries will be checked weekly, and your complete field notes will be reviewed at the end of the program. Because your field notes reflect your attendance and participation in program activities, your field notes grade will be combined with your overall course participation grade. Note that your field notes should not be a travel journal, but instead a form of data collection compiled from your observations, experiences and interviews with our local guides and variety of local guest speakers. You will use your field notes in the construction of your written assignments and should attempt to focus your observations and plan questions in advance for each tour related to (1) relationships between food and social identities in Peru [Food and Identity Essay] and (2) information for your chosen topic for your policy brief [Food and Global Health Policy Brief]. Details of these written assignments are described below.

Analysis of a Dish Project - Individual Summary Report & Group Presentation (100 points)

In this assignment, students will examine how historical events and multicultural contributions have influenced Peruvian cuisine today. Working in small groups, students will select one of the classic Peruvian dishes we will prepare in our cooking lessons and work together to investigate the dish's ingredients, origins, history, and current status within the larger context of Peruvian gastronomy. Students will present the results of their team's investigation and analysis in the form of (1) a summary report, written individually by each student in their own words due the day of our cooking lesson and (2) a short group presentation following class preparation of the dish. Reports may be handwritten or typed and should be around 700-1000 words (roughly 1 to 1.5 pages singled spaced). Group presentations should be around 10 minutes long and speaking should be shared among group participants.

Food and Identity 2-part Essay (100 points)

In this assignment, we explore how food shapes us, our identities, and our cultures. Students will write the first part of the essay in class at the start of the program following an in-class discussion and group work in which we reflect on our own food customs and their relationship with our identities and the cultures in which we participate. Students will organize and summarize their self-analysis into a 1-page essay. Towards the end of the program, students will write the second part of their essay reflecting on their experiences in Peru, using details from the field journal concerning their various encounters with food and food production, preparation, etiquette, rituals, and cultural significance. In a 1.5- to 2-page essay (1000-1400 words), students will present what they have learned about food culture and identity in Peru and how their learning experience has influenced their perspectives of food culture in the U.S. or their home country. The second essay must cite evidence collected during program activities.

Food and Global Health Policy Brief (125 points)

In this assignment, students will consider and evaluate relationships among global health issues, foodways, and government, business, and individual policies. Integrating various sources of information collected throughout the program, students will write a 2-page policy brief (1400-1600 words) that (a) describes the nature and scope of a specific global health issue related to food, (b) examines how peoples in Peru are affected by the issue, (c) critically reviews how current policies impact the global health issue, and (d) outlines specific recommendations for actions by policy makers and other stakeholders both in Peru and around the globe. Policy brief topics must be submitted along with a list of five relevant resources prior to departure. Students are expected to use program activities and additional observations and experiences in Peru to investigate and collect local knowledge about their topic and will integrate their findings with external resources (e.g., scholarly journal articles, newspaper articles from

reputable sources) in the form of a cohesive policy brief. An outline of the proposed brief and potential program activity resources and bibliographic sources will be due at the end of the first week of the program. Students will turn in a complete draft and present the results of their investigation at the end of the program. Final drafts will be due one week after the program ends.

Written Reflection (50 points)

One week after the program ends, students will submit a 1- to 1.5-page (700-1000 words) written reflection of their program experience. Your reflections will be shaped by your coursework, your experiences and impressions of eating and living in Peru, and your personal values and reflections of your own food culture (which may have changed along the way). We are looking for a statement that shows evidence of careful thought and clarity of expression, realistic self-awareness, and thoughtful integration of ideas we have explored during the trip with your own personal philosophic positions and experiences. It is important not to slip into simple narrative (that is, don't simply give us a travelogue about the places we've visited and things we have eaten) or to focus inwardly, writing only about your reactions to things. The themes of this course use something very simple—food—to engage with larger and more complicated social, political, economic, and cultural issues. You want to grapple with large questions – that is, with your place, ideas, culture, and/or economic position in a broader world and how you might best understand and engage with these through the lens of food. While the reflection must be written, the format that you choose for this is up to you. You may write a simple essay, or further personalize it in the form of a poem, letter, news article, etc.

Course Schedule and Itinerary Outline

Mandatory Pre-Departure Orientations

Date TBD - Pre-Departure Orientation, Part 1

Assignment Due:

1. Online Introduction Activity (15 points)

Introductions

Living and Traveling in Peru: Health & Safety Briefing

Date TBD - Pre-Departure Orientation, Part 2

Assignment Due:

1. Online Pre-Departure Readiness Quiz (20 points)

Course Overview Lecture: Introduction to Peru and Peruvian Food and Culture

Date TBD - ASSIGNMENTS DUE ONLINE (No group meeting)

1. Online Quiz on Course Overview Lecture (30 points)
2. Proposed topic for policy brief and bibliography of five relevant sources

Friday, May 15 – Arrival and Acclimation in Lima, Peru

Student flights arrive to Lima

Coach transfer from airport to hotel

Check into hotel

Free time to rest from travel

Program Orientation Part 1 – Welcome to Lima, Health & Safety Review

Overnight in Hotel Señorial in Miraflores

Saturday, May 16 – Course Intro & Welcome

1. Reading: DeWalt, KM, and Dewalt, BR. 2010. Excerpts from *Participant Observation: A Guide for Fieldworkers*, Chapter 5 (pp 75-89), and Appendix (pp 208-211). Lanham, Maryland: AltaMira Press.

Breakfast in hotel restaurant (included)

Program Orientation Part 2 – Team building exercises, create group contract
Field notes overview and practice assignment
Welcome lunch (included)
Food and identity assignment overview, discussion, and in-class essay
Policy brief assignment overview, presentation of individual topic to class
Overnight in Hotel Señorial in Miraflores

Sunday, May 17 – Pachacamac Day Trip

Assignments Due:

1. Reading: Silverman, Helaine. 2004. Introduction: Space and Time in the Central Andes. In: *Andean Archaeology*, p. 1-15. Malden, MA: Blackwell Publishing.
2. Reading: Excerpt from *The Huarochiri Manuscript*, Chapter 2 The Life of Cuni Raya Vira Cocha, p. 46-50. 1991. Translation from the Quechua by F. Salomon and GL Urioste. Austin: University of Texas Press.

Breakfast in hotel restaurant (included)
Interactive lecture: Food and Feasting in Pre-Columbian Peru
Transfer to Pachacamac (approximately 1 hour)
Tour Pachacamac archaeological complex
Lunch at La Familia (included)
Walk to Pachacamac town plaza for Sunday town fair
Coach transfer to hotel
Overnight in Hotel Señorial in Miraflores

Monday, May 18 – Group Projects

Assignments Due:

1. Reading: Baez Kijac, Maria. 2003. A Brief History of South American Cooking. In: *The South American Table: The Flavor and Soul of Authentic Home Cooking from Patagonia to Rio de Janeiro with 450 Recipes*, p. 17-30. Boston: The Harvard Common Press.
- Breakfast in hotel restaurant (included)
Analysis of a Dish Group Project overview and free time to work on projects
Overnight in Hotel Señorial in Miraflores

Tuesday, May 19 – Market Tour & Cooking Class

Assignments Due:

1. Analysis of a Dish Group Presentation & Individual Reports (100 points)
- Breakfast in hotel restaurant (included)
Market Tour
Cooking Class and Group Presentations (lunch included)
Overnight in Hotel Señorial in Miraflores

Wednesday, May 20 - Pucusana Day Trip

Breakfast in hotel restaurant (included)
Transfer to Pucusana (approximately 2 hours)
Boat tour and fishing demonstrations
Lunch with Pucusana fishermen (included)
Return transfer to hotel
Overnight in Hotel Señorial in Miraflores

Thursday, May 21 – Eating in the City: Small Group Assignments

Assignments Due:

1. Policy brief outline and bibliography
2. Reading: Jacoby, E. 2012. The best food on earth. Peru: As good as it gets. [Commentary]. *World Nutrition* 3:294-306.
3. Reading: Kollenda, H. 2019. From Farm to Table: productive alliances as a pathway to inclusive development in Peru. *Anthropology of Food* 14. Available at: <https://journals.openedition.org/aof/9992>

Breakfast in hotel restaurant (included)
Free time for small-group activities in Miraflores
Lunch in small groups (included)
Activities debrief with class in hotel gardens
Overnight in Hotel Señorial in Miraflores

Friday, May 22 – Travel to Cusco

Assignments Due:

1. Reading: Allen, C.J. 1988. Coca Knows, pp. 125-136, and Coca and Cultural Identity, pp. 220-227. Excerpts from *The Hold Life Has: Coca and Cultural Identity in an Andean Community*. Washington, DC: Smithsonian Institution.

Breakfast at hotel (included)
Flight to Cusco (approximately 1 hour, 20 min)
Transfer to and check into hotel
Cusco Orientation
Afternoon group tea and discussion on coca
Journal checks and free time to rest and adjust to altitude
Overnight in Imperial Cusco hotel in Cusco

Saturday, May 23 – Cusco: Choco Museo and Chocolate-Making Workshop

Breakfast at hotel (included)
Free morning and lunch on own
Choco Museo Tour and Bean to Bar Chocolate Making Workshop (chocolates included)
Overnight in Imperial Cusco hotel in Cusco

Sunday, May 24 – Cusco City Tour

Assignments Due:

1. Reading: Hunefeldt, C. 2004. Colonial Peru (1568-1700). In: *A Brief History of Peru*, pp. 51-71. New York: Lexington Associates.
2. Reading: de la Vega, G. 1961. Book 1: Chapter 1: Origins of the Inkas, Chapter 2: The Founding of Cuzco. Excerpts from *The Inkas: The Royal Commentaries of the Inca Garcilaso de la Vega, 1539-1616*. New York: The Orion Press.

Breakfast at hotel (included)
Walking Tour of Qoricancha, the Cathedral, and San Blas Church
Group lunch during tour (included)
Overnight in Imperial Cusco hotel in Cusco

Monday, May 25 – Cusco: Lake Piuray

Breakfast at hotel (included)
Transfer to Lake Piuray (approximately 1 hour)
Tour of Lake Piuray including standup paddleboarding or kayaking and visit to local farm
Picnic lunch with local residents (included)
Return transfer to Cusco
Overnight in Imperial Cusco hotel in Cusco

Tuesday, May 26 – Sacred Valley: Lamay Village Experience

Breakfast at hotel (included)
Checkout of hotel and coach transfer to Lamay Village (approximately 1.5 hours)
Overview of village and agricultural activities
Visits to traditional houses and local businesses, such as guinea pig breeding facilities, *chicherías*, the *Pichinku* natural dyes project, and other
Lunch with Lamay residents and community leaders (included)
Coach transfer to Urubamba (approximately 45 min)
Check into hotel
Overnight in Hotel Mabey in Urubamba

Wednesday, May 27 – Sacred Valley: Farm and Food Experience in Lamay

Breakfast at hotel (included)
Coach transfer to La Base Lamay (approximately 45 min)
Hike to the community of Huayllafara
Farm visits with local residents to see traditional crops and farming techniques, tastes of local produce
Visit to vegetable garden
Explanation of agricultural and food processing techniques
Cooking lessons at La Base Lamay preparing classic Peruvian recipes (lunch included)
Return transfer to hotel
Overnight in Hotel Mabey in Urubamba

Thursday, May 28 – Sacred Valley: Lamay Community Day

Breakfast at hotel (included)
Coach transfer to La Base Lamay (approximately 45 min)
Participate in agricultural workday and learn to recognize different crop varieties and farming tools and techniques
Lunch with food produced by the community (included)
Weaving demonstrations
Return transfer to hotel
Journal checks
Overnight in Hotel Mabey in Urubamba

Friday, May 29 – Sacred Valley: Misminay Community Stay

Breakfast at hotel (included)
Coach transfer to Misminay village (approximately 1 hour)
Spend the day with the Misminay community and participate in daily community activities such as plowing or harvesting crops, spinning, dyeing and weaving locally produced wool, and ceremonies to honor mother earth
Lunch and dinner with Misminay residents (included)
Overnight in Misminay lodging accommodations

Saturday, May 30 – Sacred Valley: Moray and Maras Salt Mine | Travel to Ollantaytambo

Breakfast at Misminay (included)
Farewell to Misminay residents
Visit [Moray](#), a beautiful Inka archaeological site of circular agricultural terraces thought to have been a botanical laboratory and astronomical observatory
Visit [Maras](#), a colonial village where one of the world's finest salts is extracted by the local community
Lunch en-route to hotel (included)
Transfer to Ollantaytambo
Check into hotel
Overnight in Sol Natura Hotel in Ollantaytambo

Sunday, May 31 – Sacred Valley: Ollantaytambo | Travel to Aguas Calientes

Breakfast at hotel (included)
Walking tour of [Ollantaytambo](#) archaeological site
Tour of local farm, including cañazo distillery and coffee roasting facility (one tasting included)
Observe preparation of a traditional [Pachamanca](#) for lunch (included)
Meet the farm manager and learn about traditional and contemporary organic farming practices
Travel via [Vista Dome train](#) from Ollantaytambo to Aguas Calientes (approximately 1 hour, 20 min)
Check into hotel
Overnight in Hatun Inti Classic hotel in Aguas Calientes

Monday, June 1 – Machu Picchu**Assignments Due:**

1. Reading: Bingham, H. 2005. The Search for Machu Picchu. In: *The Peru Reader, History, Culture, Politics*, pp. 82-91. Durham, North Carolina: Duke University Press.

2. Reading: Turner, BL. 2015. Interpreting Oral Pathology at Machu Picchu, Peru. *International Journal of Osteoarchaeology* 25:502-514.

Breakfast at hotel (included)

Free morning to rest and work on homework

Lunch on own

Short bus transfer to Machu Picchu

Afternoon visit to [Machu Picchu](#)

Bus from Machu Picchu to Aguas Calientes

Free evening

Overnight in Hatun Inti Classic hotel in Aguas Calientes

Tuesday, June 2 – Travel to Cusco

Breakfast at hotel (included)

Free morning to let Machu Picchu experience soak in

Return to Cusco via train to Ollantaytambo and coach (approximately 3 hours, 45 min)

Check into hotel

Final journal checks

Free evening to relax, let your program experience soak in, and work on coursework

Overnight in Imperial Cusco hotel in Cusco

Wednesday, June 3 – Cusco: Policy Brief Presentations and Feedback

Assignments Due:

1. Food and Global Health Policy Brief – Complete Draft

Breakfast at hotel (included)

Presentations and discussions of individual policy brief projects – Part 1

Break for lunch on your own

Presentations and discussions of individual policy brief projects – Part 2

Free evening

Overnight in Imperial Cusco hotel in Cusco

Thursday, June 4 – Return to Lima

Breakfast at hotel (included)

Check out of hotel

Return flight to Lima (approximately 1 hour, 20 min)

Transfer to hotel

Program debrief and farewell dinner (included)

Overnight in Hotel Señorial in Miraflores

Friday, June 5 – Farewell to Peru

Breakfast at hotel (included)

Check out of hotel

Transportation to airport

Students depart on individually booked flights

Saturday, June 13 - ASSIGNMENTS DUE ONLINE (No group meeting)

Assignments Due:

1. Food and Global Health Policy Brief – Final Draft (125 points)
2. Written Reflection – (50 points)