

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

SAMPLE SYLLABUS

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:

Higgins, J. 2005. *Lima: A Cultural History*. Oxford: Oxford University Press.

*All other required readings will be provided as PDF files on Blackboard.

Recommended Text:

Baez Kijac, Maria. 2003. *The South American Table: The Flavor and Soul of Authentic Home Cooking from Patagonia to Rio de Janeiro with 450 Recipes*. Boston: The Harvard Common Press.

Cuadra, Morena. 2014. *The Peruvian Kitchen: Traditions, Ingredients, Tastes, Techniques in 100 Delicious Recipes*. New York City: Skyhorse Publishing.

Course Format:

In this experientially focused program we use a module approach to look at sets of integrated problems in sequence. The module approach asks students to think big and attend to details at the same time; it rewards organization and clear writing. Students will receive access to a set of required readings and a short series of online lectures prior to departure which will provide an overview and background to the main course topics and may be reviewed in country. On the ground in Peru we will use collaborative group discussions to promote learning as we 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:

Journal & Course Participation	80 points
Module 1 Assignment	30 points
Module 2 Assignment	30 points
Module 3 Assignment	30 points
Written Reflection Statement	20 points
Oral Reflection Statement	<u>10 points</u>
	200 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://eoss.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://eoss.asu.edu/drc>
- Major/Career Exploration: <https://eoss.asu.edu/careerguide/majorsandcareers/selfassessment>
- Career Services: <https://eoss.asu.edu/cs>
- Student Organizations: <https://eoss.asu.edu/clubs>

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.

Schedule of Readings and Assignments

Like most travel, our time in Peru is limited and valuable, so it is important that we spend some time both pre-departure and upon returning home to learn contextual information that will provide a background to help you better understand your observations and experiences while abroad. To achieve this, prior to departure you will be provided with a complete a set of readings and series of lecture videos through the course website. We will be reviewing and discussing these materials in relation to our program activities on an almost daily basis in Peru. This information will be provided to you during the spring semester so that you have plenty of time to work ahead should you choose and will also be available to you once you return home and continue to reflect on your experiences and complete your assignments.

Required Lectures (*subject to change – finalized syllabus and course materials will be available following acceptance into program*)

Food Production in a Land of Environmental Extremes
Food and Feasting in Pre-Columbian Peru
The Ychsma and Their Ancestors: Eating Habits of Lima's Earliest Inhabitants
Multicultural Fare: The History Behind Peruvian Flavors and Cooking Techniques
Peru's Food Revolution: The Modern Culinary Scene
The Fishing Economy, Peruvian Diets, and Identity
Climate Change, Food Resources, and Intersecting Economies
Diet and Nutrition in Peru Today

Required Readings (*subject to change – finalized syllabus and course materials will be available following acceptance into program*)

Environment-

Brush, S.B., 1982. The Natural and Human Environment of the Central Andes. *Mountain Research and Development*. 2:19-38.
Tarazona, J., and Arntz, W. 2001. The Peruvian Coastal Upwelling System. In: Seeliger, U., and Kjerfve, B. (eds.), *Coastal Marine Ecosystems of Latin America*, Ecological Studies, Vol. 144, p. 229-244. Berlin: Springer-Verlag.

Pre-Columbian and Historical Context-

Quilter, J. 2008. Tradition and Change in the Central Andes. In: Holloway, T.H. (ed). *A Companion to Latin American History*, p. 42-57. Malden, MA: Wiley-Blackwell.
Earls, J.C., and Cervantes, G. Inka Cosmology in Moray: Astronomy, Agriculture, and Pilgrimage. In: Shimada, I. (ed.), *The Inka Empire: A Multidisciplinary Approach*, p. 121-147. Austin: University of Texas Press.
Lima: A Cultural History, Part One: Introducing Lima, and Part Two: The Pre-Hispanic Past
Marsteller, S.J., Zolotova, N., and Knudson, K.J. 2017. Investigating Economic Specialization on the Central Peruvian Coast: A Reconstruction of Late Intermediate Period Ychsma Diet Using Stable Isotopes. *American Journal of Physical Anthropology* 162:300-317.

Multicultural Influences in Modern Culinary Scene-

Lima: A Cultural History, Part Three: City of Kings
Part Four: Capital of the Republic
Part Five: The Expanding Metropolis
Adrian, Sabine. 2013. Coca and Identity in Peru. In: *Modern Latin America*, web supplement for 8th edition, hosted at <https://library.brown.edu/create/modernlatinamerica/chapters/chapter-6-the-andes/moments-in-andean-history/>.
Ali, Omar H. Afro-Peru: A Legacy of Black Labor and Culture. In: *ReVista: Harvard Review of Latin America*, hosted at <https://revista.drclas.harvard.edu/book/afro-peru>.

- Avilés, M. How Food Became Religion in Peru's Capital City. *Smithsonian Magazine*. 16 September 2015.
- 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.
- Baez Kijac, Maria. 2003. Desserts and Sweets. In: *The South American Table: The Flavor and Soul of Authentic Home Cooking from Patagonia to Rio de Janeiro with 450 Recipes*, p. 355-357. Boston: The Harvard Common Press.
- Contreras, Emilio. 2016. Africans in Peru. *Vanderbilt Historical Review*, hosted at <http://vanderbilthistoricalreview.com/africans-in-peru/>.
- Hwang, Justina. 2013. Chinese in Peru in the 19th Century In: *Modern Latin America*, web supplement for 8th edition, hosted at <https://library.brown.edu/create/modernlatinamerica/chapters/chapter-6-the-andes/moments-in-andean-history/>.
- Krögel, Alison. 2011. A Brief Cultural History of Andean Staple Foods. In: *Food, Power, and Resistance in the Andes: Exploring Quechua Verbal and Visual Narrative*, p. 19-38. Lanham, Maryland: Lexington Books.

Climate, Resources, and Economies-

- Aguilar Ibarra, A., Reid, C., and Thorpe, A. 2000. Neo-liberalism and Its Impact on Overfishing and Overcapitalisation in the Marine Fisheries of Chile, Mexico, and Peru. *Food Policy* 25: 599-622.
- Badjeck, M.-C., Allison, E.H., Halls, A.S., and Dulvy, N.K. 2010. Impacts of Climate Variability and Change on Fishery-Based Livelihoods. *Marine Policy* 34:375-383.
- Barnett, T.P., Adam, J.C., and Lettenmaier, D.P. Potential Impacts of a Warming Climate on Water Availability in Snow-Dominated Regions. 2005. *Nature* 438: 303-309.
- Bury, J., Mark, B.G., Carey, M., Young, K.R., McKenzie, J.M., Baraer, M., French, A., and Polk, M.H. 2013. New Geographies of Water and Climate Change in Peru: Coupled Natural and Social Transformations in the Santa River Watershed. *Annals of the Association of American Geographers* 103:363-374.
- Guy, A. 2016. Peru's Delayed Anchovy Season Highlights the Risks of Ignoring Climate Change. *Oceana*, 09 June 2016.

Nutrition and Health Today-

- Carillo-Larco, R.M., Bernabé-Ortiz, A., Pillay, T.D., Gilman, R.H., Sanchez, J.F., Quispe, R., Smeeth, L., and Miranda, J.J. 2016. Obesity Risk in Rural, Urban, and Rural-to-Urban Migrants: Prospective Results of the PERU MIGRANT Study. *International Journal of Obesity* 40:181-185.
- Chaparro, M.P., Estrada, L. 2012. Mapping the Nutrition Transition in Peru: Evidence for Decentralized Nutrition Policies
- Dreibus, T.C. 2014. Quinoa Rides the 'Superfoods' Wave: Once-Obscure Peruvian Seed 'Is a Perfect Collision of Trends' *Wall Street Journal*, New York, NY. 09 July 2014.
- Huicho, L. et al. 2016. Child Health and Nutrition in Peru Within an Antipoverty Political Agenda: A Countdown to 2015 Country Case Study. *The Lancet* 4: e414-e426.
- Maher, K., and R. Kozak. 2014. The Latest Superfood? Peru's Maca Root; Prices Leap as Buyers from China Swoop In, Looking for Burst of Energy. *Wall Street Journal*, New York, NY. 04 Dec 2014.
- Villacorta, M. 2015. Reboot Your Body: Detoxify with Peruvian Superfoods. *Natural Solutions* 173:48-52.

Travel Journal & Course Participation (80 points)

While in Peru, we will be taking in a number of sights and activities daily. As this course focuses on food and culture, the majority of our meals also serve as learning experiences. Your personal observations and analyses during these various activities will be crucial for the completion of your module assignments, so it is important that you keep a daily record throughout the program. To do this, you will be required to make daily entries in a travel journal. The final product will also serve as a record of your personal memories during the trip, so you are encouraged to choose any journal format and tailor your entries to any style you desire. For example, you may want to include notes, sketches, tape in ticket stubs, etc. The only requirement is that you write at least one paragraph for each day of program activities (free days may be excluded). Journal entries will be checked every 2-4 days. Because your journal is a reflection of your attendance and participation in program activities, your journal grade will be combined with your overall course participation grade.

Module Essays (30 points each)

Instructions

Please be sure to answer all questions in each module using information from lectures, guided tours, museum visits, guest presentations, readings, and your own experiences. This is a writing-intensive approach to study that requires the student to have (1) a clear understanding of the question and responses and (2) the ability to formulate those responses in a concise and non-redundant manner. We believe that reading, writing, and communication skills are critically important to succeeding both in the university and in the workplace. Each module relates to a specific theme and/or geographical location and leads students through experiential learning by bringing what is observed in the field back into the critical thinking domain by asking a sequence of questions. Some hints for doing well with the modules include:

1. Write one-half to one page, single-spaced in 12pt font (or 1-2 pages on college-ruled looseleaf paper if handwritten) for each of the parts (e.g., Part 1, Part 2, Part 3, etc.) within each module (this includes the sub-questions, e.g. if there is a 1a. 1b. 1c, you only need to write a total of one-half to one page for Part 1).
2. If there are multiple parts to each question, give equal weight to each part.
3. Write clearly and succinctly. Your response will be graded on appropriate content, grammar, and presentation. Do not repeat the question as part of your answer.
4. All references, including those from the course readings, must be included in a references cited section. Such references include all forms of personal communication (from lecturers, faculty members, field guides, etc.), information available during field trips (for example, visitor centers), and/or incidental/additional material collected during the program (from libraries, tourist shops, etc.). The best answers often include information from multiple sources.
5. Ensure that your sentences flow – don't abruptly change topics. Do not simply provide a chain of undeveloped (or unsupported) facts that are simply reiterations of lectures and/or readings. You can use facts/data but they must be substantiated and fit within the context of the story you are writing.
6. Make a statement, support that statement, and provide the "so what" justification. This shows that you can conceptualize and see "the big picture."
7. Avoid writing about things, and using technical terms that you don't understand. Your lack of understanding will come through and affect your grade. If you are confused or don't understand something, please ask.
8. Most importantly, answer the question.
9. Draft, rewrite, rewrite. Do not expect to get a polished outcome the first time you write things down. Also, writing helps you to think and make sense of your ideas.

Module 1 – The Fundamentals of Peruvian Cuisine – Due on last day in Cusco

Part 1:

(a) Choose **two food products** (plants or animals) that you sampled that come from two different environmental zones in Peru and were available during pre-Columbian times. For each, describe how that food was introduced to the Andean region. For example, was it available naturally, domesticated locally, introduced from another region of the world? Provide details about this introduction.

(b) Describe one or two ways each of these two food items has been identified in the archaeological record.

(c) Explain where and how each of the two foods is produced in Peru today.

(d) Explain how each of these two foods contributes to Peruvian cuisine today. Does this food seem to be a common ingredient found in multiple dishes? What are some of the different ways in which it is prepared? Where is it prepared and served?

Part 2:

Choose **a different food product** (plant or animal) that you sampled that was introduced following the arrival of the Spanish (i.e., any time after 1532). Explain in your own words what group brought the food to Peru and from where it originated.

Part 3:

Describe in detail a Peruvian **dish** that you sampled that features elements (preparation techniques, serving style, etc.) introduced to Peru by an outside ethnic group or one that blends traditions from multiple ethnic groups. What ingredients are in the dish? How is it prepared? What aspects of the dish were introduced? Briefly describe the historical circumstances surrounding the arrival to Lima of the group(s) who contributed to the dish.

Module 2 – Peruvian vs. American Food Habits – Due one week after the program ends

Part 1:

Compare one or more of the food markets visited in Peru to the food market(s) that you generally shop at in the United States. How is the layout and structure similar or different? Are there different types of products available in each country? Do certain types of products appear to vary in quantity or quality?

Part 2:

List five dishes that appear to be classics in Peruvian cuisine, ones that you learned how to cook, saw on menus, read or heard about repeatedly during your stay. Now list five dishes that you consider classic American dishes. How do the two lists compare? Are there any similarities between classic Peruvian and classic American cuisine? What are some major differences?

Part 3:

Reflect on your two comparisons of Peruvian and American food markets and cuisines above as you consider the potential impacts of the differences observed on overall health outcomes. Describe two potential impacts of these differences on health between the countries. How do these relate to information given in the provided readings?

Part 4:

Several Peruvian foods are considered superfoods in the U.S. (e.g., Dreibus 2014; Maher and Kozak 2014; Villacorta 2015). How do Peruvians seem to view these foods? Are there any specific American foods available in Peru that Peruvians appear to especially value? How do these trends differ?

Module 3 – Food Security, Nutrition, and Globalization – Due one week after the program ends

Part 1:

Briefly describe in your own words three different types of ecozones in Peru that you personally observed and give examples of some of the types of foods produced in each. In what ways has food production in these areas remained similar to pre-Columbian practices? How have food production practices changed historically and in recent years?

Part 2:

Give two examples of major environmental changes that occurred in Peru during pre-Columbian times. Brainstorm and list three ideas of potential impacts these environmental shifts may have had on human diets and health at the time. Then, write a hypothesis that could be tested using archaeological or bioarchaeological evidence. Describe the types of specific evidence that could be used to test your hypothesis.

Part 3:

Describe two examples of ways human actions in Peru or around the globe have negatively impacted food production in Peru. If these actions continue in the future, how might Peruvian cuisine be affected? How might nutrition of Peruvians be affected? Which groups of Peruvians have been and/or are likely to be most affected by these changes and why?

Written Reflection Statement (20 points) and Oral Reflection Statement (10 points) – Due the day before program end

You will not completely digest your experiences on this trip for a long time to come. But discussing them with others can give you a head start on this process. Your final two assignments are designed so that each person in class can begin to share their experiences. First you need to write a **two-page** reflection that you'll turn in. This should focus on at least one of the main food and culture themes of the program. Second, you'll need to prepare a **two-minute** oral reflection that you will present to the class as a whole.

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). How you tackle this challenge is up to you. 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 personal experiences. It is important not to slip into simple narrative (that is, don't simply write 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.

Reflection statements can be difficult to write. You will need to establish in your own personal and professional terms your 'story' and position, think clearly about academic and intellectual issues we have explored in the course, and work to integrate the two. The goal is not an exhaustive investigation, and specific conclusions may or may not be present. Successful reflection enables self-awareness, and personal and professional growth. Your reflections should revisit the questions and ideas that you had before coming here. The statement could demonstrate how your thinking about food and culture has developed as a result of our study in Peru. To get started, you might want to keep a running 'shoe box' of ideas and thoughts that come to you throughout the trip. Your travel journal is a great place to note these thoughts as they occur to you. When you sit down to start writing your reflection, identify a few points that you wish to develop – perhaps no more than three or four. Try to get to the heart of your discussion quickly and maintain focus. The more drafts you write, the better the statement will be. While it may seem that there is no right or wrong position in a reflection statement, since it is an expression of personal views, there are positions that are more strongly consistent with evidence, and others that are ill-informed or unreasoned. Similarly, some statements are more thoughtful, insightful, articulate, and better developed than others. The more drafts you write, the better the statement will be.