

Winter Term 2017 (12/27/17-1/16/18) INT 498 Incan History, Architecture & Engineering [Registration Deadline: 10/28/17] Travel Study Course in Cusco, Peru!



Catalog Description

The Inca empire was dominant in Peru between the early 1400s to the mid 1500s. Almost 500 years later evidence of their presence still exists throughout Ecuador, Argentina, Chile, Bolivia, Columbia and significantly in Peru. In our civilization today, it is considered long term planning to design a structure with a hundred year life. In contrast, the Incas designed structures that have existed firmly for five hundred years while later Spanish design has crumbled around it. This travel study course will investigate Incan design evidence in the modern city of Lima, to the elevated city of Cuzco. We will examine the impossibly perfect Incan masonry at Sacsayhuaman, view the amazing elevated Incan agricultural laboratories, see the sloping salt ponds of Maras still in use today and end at the UNESCO World Heritage Site known as Machu Picchu. Prerequisite: None Credits: 3

Course Information

Our modern society is often referred to as the disposable generation. We build things quickly with the goal of minimizing cost. That philosophy leads to short term economic gain at the expense of long-term impact. This course will begin with class meetings on campus before the actual trip to Peru. The meetings will provide an orientation to Peru and will provide historical background on the Incan civilization for contextual background. Architectural features of several of the historical sites will be examined closely to study Inca civil engineering design of aqueducts that were so well built that they still function today. Functioning waterways used for water distribution along with irrigation systems used for agriculture will be examined. As part of the course, students will be asked to maintain a travel journal while in Peru to document their insights and understanding regarding the key historical sites along with the architectural features and water engineering systems employed.

<u>Course Fee:</u> \$3915 + Tuition – The course fee covers airfare, ground transportation, hotels, daily breakfast and dinner, professional tour guides, all taxes and gratuities. Tuition for the three credits is a separate charge.

<u>**Course Format:**</u> There will be (3) - 4-hours pre-travel sessions that will occur on January 3-5, 2018. We will be leaving January 8th by bus from Orono and will fly out later that day out of Boston. We will be returning to Orono on the evening of January 16, 2018.

Learning Outcomes

At the completion of this course, the student should be able to accomplish the following:

- 1. An ability to identify and assess how the Incan culture of the past created societal structure and supports that extended beyond the existence of the empire to Peruvian culture today.
- 2. An ability to define how the Incas were able to rapidly expand their influence throughout South America by absorbing conquered cultures and developing a system of tax and administration throughout their society.
- 3. An understanding and appreciation for the perspectives and cultural values of both Incan and Spanish descendants by interacting with locals in a modern society while learning about the historical influences on the nation.
- This course qualifies for general education requirements (cultural diversity/international perspectives.
- Primary Course Contact: Dr. Scott Dunning, 119 Boardman Hall (1-2349)

Faculty Information

Instructors: Dr. Scott Dunning, Ms. Sandra Duran Phone/e-mail: 581-2349 / <u>scott.dunning@umit.maine.edu</u> Campus Address: 119 Boardman Hall

Instructional Materials and Methods

Textbooks: The Last Days of the Incas by Kim MacQuarrie, The Incas: People of the Sun by Carmen Bernand

Grading and Course Expectations

Course Grade Calculation: Initial Journal Submission – 20 pts Research Paper – 20 pts Final Journal Submission – 60 pts

Course Journal

A travel journal is required to document the sites visited throughout the nine day Peru trip. The journal will be graded twice. The preliminary review is due the last day of the trip and is worth **twenty points**. Feedback will be provided for editing. The final submission of the journal is due on the last day of class and is worth **sixty points**. It should demonstrate the student's ability to understand the experience of living in Peru today and appreciation for the cultural influence still in existence from the Incas. The key features examined at each site must be included with attention to the unique architecture and engineering design features employed.

Independent Paper

Students will be provided with many web sites that provide additional details regarding Peru, the Incas and Spanish influence on the nation. One site must be selected for study and a short 3-5 paper will be required discussing details learned from the site and how it was helpful in preparing for the visit to Peru. This is worth **twenty points**.

Trip Performance and Participation

While partaking in the field trip, students need to remember that they represent not only the University of Maine, but also the State of Maine and the United States of America. Students will be expected to be on time for events, engage the various guides in inquisitive conversation and be attentive and respectful to our hosts.

The Inca Trail



what's included

Round-Trip Flights

Centrally Located Hotels

- Double Occupancy
- Lima Tour with Guide
- San Francisco Church
- Santo Domingo Convent
- Lima-Cuzco Flight
- Sacsayhuamán Fortress
- Tambo Machay
- Kenko Shrine
- Puca Pucara
- Pisac Indian Market

Daily Breakfast and Dinner (unless otherwise noted) 24-Hour Tour Manager

- Maras Salt Mines
- Moray
- Ollantaytambo Ruins
- Train to Machu Picchu
- Machu Picchu
- Cuzco Tour with Guide
- Qorikancha Temple
- Lake Titicaca Boat Trip
- Lake Illicaca Boat
- Uros Islands Visit
- Chullpa Tombs of Sillustani
- Juliaca-Lima Flight

our promise

In educational travel, every moment matters. Pushing the experience from "good enough" to exceptional is what we do every day. Our mission is to empower educators to introduce their students to the world beyond the classroom and inspire the next generation of global citizens. *Travel changes lives*.

cultural connections

IGHLIGHTS waiting to happen

Pisac Indian Market Visit

Navigate market stalls stocked with local handicrafts, interacting with members of the native communities who come to buy and sell goods.

Lake Titicaca and Uros Indians Visit

Learn about the unique nature of the Uros Islands and the native communities that construct them and reside there.

"Our tour guide was phenomenal; he went above and beyond my expectations. His knowledge of the area and the history behind it was most impressive."

Matthew L. Participant

trip itinerary - 9 days

Jan 8, 2018: Lima

Depart from the USA. Arrive in Lima, Peru's capital city. Meet your ACIS Tour Manager and transfer to your hotel for an arrival briefing. Get settled in and get out to explore Peru's capital city—one of the largest and most active in South America.

Jan 9, 2018: Lima

Today is a full day of guided sightseeing. Your local expert will introduce you to Plaza de Armas, at the heart of the old town and the former center of Spain's new world empire; the (relatively) more modern Plaza San Martín with its early 20th century beauxarts architecture; the Gold Museum and the Archaeological Museum, where you can explore the ruins of once-important Incan temples and palaces. Then visit both the San Francisco church and Santo Domingo convent, exploring their catacombs, tombs and colonial architecture.(B,D)

Jan 10, 2018: Sacred Valley

Depart on an early morning flight to Cuzco, the historic capital of the Inca empire. Upon arrival, journey into the Sacred Valley. Along the way visit the ancient fortress of Sacsayhuamán, the Inca bath of Tambo Machay, the sacred spot of Kenko and the small fort of Puca Pucara. After an included lunch, visit the town of Pisac and browse its famed market, a boisterous and dazzlingly colorful open-air bazaar that showcases hand-crafted Peruvian goods. (B,L)

Jan 11, 2018: Aguas Calientes

In the morning, you'll head north to the Maras Salt Mines, a marvel of rustic engineering and ingenuity that features terraced evaporation ponds where residents have been producing salt since the days of the Incas. More intriguing history awaits at the nearby Incan circular terracing of Moray, followed by Ollantaytambo, home of the centuries-old ruins of an ancient Inca hillside fortress and village. Then board the train to Aguas Calientes. Known for its hot springs, this small town is the gateway to the fabled ruins of Machu Picchu. (B,D)

Jan 12, 2018: Cuzco

Today enjoy a guided sightseeing tour of iconic Machu Picchu, the mysterious mountainside city built by the Incas in the 15th century and discovered in 1911. Your overnight in Aguas Calientes ensures that you get an early start ahead of the crowds and the reward is sweet—a mountain and ancient citadel flooded in the light of the day's first rays of sunlight. Afterward, take advantage of free time to roam the amazing ruins and see firsthand why it's considered one of the world's most important archaeological finds. Lunch is included before you enjoy a scenic train ride back to Cuzco. In the afternoon, see the dramatic colonial Cathedral and other highlights during a guided sightseeing tour of historic Cuzco. (B,L)

Jan 13, 2018: Puno

The day starts with a visit to Qorikancha, the ruins of an Inca



temple that now form the foundation of a church and convent. Then travel by private coach toward the city of Juliaca, stopping en route at the archaeological site in Racchi and the Spanish colonial town of Andahuaylillas. Continue on to Puno, the famed folklore capital of Peru on the shores of Lake Titicaca. (B,L)

Jan 14, 2018: Puno

Set off across Lake Titicaca by boat this morning. Lake Titicaca is considered to be the largest lake in South America and the highest navigable lake in the world. In any case, it is spectacular. Your boat ride includes stops at Taquile Island and the Uros Islands, small floating islands crafted from packed totora reeds by the native community that resides there. Enjoy a cultural exchange with the Uros people to learn about their unique lifestyle and habitat. Lunch is included today on Taquile Island. (B,L)

Jan 15, 2018: Overnight Flight

Rise early for a visit to the ancient Chullpa Tombs of Sillustani. The pre-Incan funeral towers are something to see, and we'll learn more about their purpose and construction before continuing to Juliaca. After a farewell dinner, depart for the USA. (B,D)

Jan 16, 2018: United States

Arrive in the USA. Optional Extensions and Extra Nights: Further immerse yourself in the history and culture of Peru with an extra night in Lima, including the services of your ACIS Tour Manager.

This is a preliminary itinerary for your group.







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learning objectives

1. Students will learn how Incan architecture dealt with the threat of earthquakes, and how this ensured long term survival of buildings after their civilization collapsed.

Students will learn about the ancient ceremonial practices of the Incas and their relationship to astronomical activity in the wellpreserved secret city of Machu Picchu.

3. Students will have the opportunity to consider the strengths and weaknesses of a society based on community collectivism on Taquile Island, one of the many islands in Lake Titicaca.

tour cost

Participant Fees	
Program Fee	\$3915
Early Registration Discount	\$-100
Total Participant Fees ²	\$3815
² Valid through 10/01/17 with \$200 deposit.	
Additional Fees (as applicable)	
Single Room Supplement Ultimate Protection Plan	\$360 \$270
Comprehensive Protection Plan	\$270 \$225

notes from **acis**

• Save \$50 off your Total Participant Fees if you pay for your trip by E-Check or through our Automatic Payments Plan.

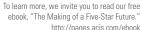
• All registered participants can enjoy the convenience, security and savings of having payments automatically withdrawn from a checking account by enrolling in an Automatic Payments plan. To learn more, visit www.acis.com/autopay

• Adult travelers age 24 and older should add in the Adult Surcharge and Double or Single Room Supplement to calculate their Total Participant Fees.

• This educational travel program is not school or district sponsored unless expressly stated by the Group Leader.

Travel Changes Lives

Can travel make a difference in students' futures? It certainly can and does every single day. In fact, we surveyed 930 former ACIS travelers to see how their tours abroad as young adults influenced their choices in education and paved a way for future careers. Many of them credit travel as a defining moment in their adolescence, and below is a recap of our findings.





education 57% of travelers of respondents ,who went on to were motivated college said their to study abroad travel experience 81% during college. influenced their of those that traveled in middle school or high field of study. school continued their studies at the college level compared to the national average of 68% language skills 73% **67%** personal development 94% 78% 65% problem solving skills. have traveled overseas again since 92%

Get Started **Today**

ONLINE:

Find Your Trip at: www.acis.com

Enter your Group Leader's ID & Last Name (on page 1) about halfway down the page. Click Register Now on your Trip Site when you're ready to sign up.

MAIL:

If you prefer, send your completed registration form to: ACIS 343 Congress Street Suite 3100 Boston, MA 02210



QUESTIONS?

Give client services a ring at: 877-795-0813 or email: accounts@acis.com

Course Policies

Academic Honesty

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with Disabilities

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Course schedule disclaimer (disruption clause):

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Sexual violence policy:

Sexual discrimination reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

Behaviors that can be "sexual discrimination" include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise– for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response. The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*: **Rape Response Services:** 1-800-310-0000 or **Spruce Run**: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <u>http://www.umaine.edu/osavp/</u>

Journal Requirements

While there is not a prescriptive format for your journal, there are some expected components.

- 1. Reflections on pre-trip assignments.
- 2. Reflections on the text and article reading assignments.
- 3. Summaries of class activities and presentations made by tour guides.
- 4. Summaries of related program activities (hikes, planes, trains, etc.)
- 5. Descriptions of restaurants, retail stores (any places you visit)
- 6. Daily miscellaneous observations.
- 7. Promotional information, memorabilia, handouts collected on the trip and photos.
- 8. Keep in mind you want to detail not just what happened but how it relates to you.

9. The completed journal should cover the time period from the day you board the plane to leave until the day you arrive home.

10. It should include notes on pre-trip meetings, meetings during the trip, and notes on the assigned readings.

Notes on Journal Grading

When grading the journals, we will be looking for completeness with regard to date and content. While we allow you flexibility with the form of your documentation, we will expect a certain level of detail.

For example, it would be unsatisfactory to just report, "Today we visited Ollantaytambo. It was rainy. We heard from several people."

An improved example might be, "This morning we rode on the van to the Incan site called Ollantaytambo. It was tough to see sites along the way because it was raining pretty hard. We met up with our guide, David, at the site entrance.



This is a picture I took of the site. This was the royal estate of Emperor Pachacuti who conquered the region, and built the town. We ate lunch at a restaurant called Organika and it was delicious. I was disappointed in how expensive it was though. My lunch came to \$28. Later that evening, several of us got together and went to a fun club called Chango Club Cusco that had an excellent mix of music."

Obviously, another page of information could be included for this day's events. It is expected that entries will be made each evening during the visit. It is IMPOSSIBLE to create the Journal on the last day of the trip. So, students should expect to stay on top of this during the trip.

Packing Suggestions

Clothes Mix of casual and business casual attire

1 pair of comfortable hiking shoes

2 pairs of pants

At least 5 pairs of socks Underwear t-shirts pajamas

sweater/sweatshirt/fleece

light rain-proof jacket

hat/sunglasses/watch

umbrella

Backpack Toiletries/Medicines Toothbrush/paste/floss Shampoo/conditioner Lotion Sunscreen Brush/comb Razor(non-electric) Feminine hygiene products

First aid kit

Nail clippers/tweezers

Prescription medicine

Sewing kit

Electrical: Hair dryer/curling iron

Plug adapter

Comments

Casual hiking clothes for tour sites and some dressier clothes for nights.

two would be better since we may encounter rain. At least two casual and one dressier

Depending on if you plan to wash clothes on the trip

Count on weather in the low 70s but 70-90% humidity

You need to know the time and your cell phone might not work.

In Peru the power is 240v, 60hz

You will need a 240/120 volt adapter

Converter

Alarm Clock

Cell phone/camera

Everything Else

Passport

Backpack

Journal

Pens/pencils

Woolite

Baggies

Bubble wrap Travel snacks

Earplugs

Headphones

Maps/travel guides Reading materials

Take on the plane

Passport Money Toothbrush Reading material Prescriptions for 2-3 days One change of clothes 1. Any other item of high value (laptop, phone, ipad) Make copies! One in luggage, one in Carry-on, one at home

May help you sleep while traveling

Most reading materials in Peru are in Spanish.