

## Visiting Peru, Virtually

EDUO 9965, 2 – 3 Semester Credits/Units  
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### Course Syllabus

#### Course Overview

Experience Peru without the costs or time of in-person travel. Study history, geography, economics, and culture through web-based articles. The entire course is online and self-paced. Explore interesting facets of the country that was home to the largest pre-Colombian empire in America. Study the country from economic, geographic, and historic perspectives in order to understand its touristic importance. Develop an ad campaign highlighting the Peru's culture, history and geography. There is a required text only for the 3-Credit/Unit option, *Bel Canto* by Ann Pachet.

#### Course Objectives:

Students will present:

1. Evidence of having studied the country through historic, geographic, and economic articles.
2. Information and knowledge learned from the articles and videos.
3. Three classroom lessons that were planned using the knowledge learned from this course.
4. The common core standards achieved in objective # 3 above.

#### Course Relation to CCS or other Professional Standards:

By submitting three lesson plans based on the knowledge obtained from this course, professionals are relating their learning to:

- NBPTS Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- The standards that they choose for each lesson will be individually determined based on the specific lesson, student need, and the state in which the lesson is taught.

#### Assignments 1-8 (2 units) Assignment 9 (1 additional unit)

##### Course Assignments Part A:

1. Pre-trip summary (1.a)
  - a. Write a single page letter to the editor of a travel magazine asking for more articles about Peru. Explain in your letter what you already know, what you think you know, and what you would like to learn about Peru.
2. A summary of Peruvian History (2.b.c.)
  - a. Read Article One A - [Peru's Country Profile](#)
  - b. Read Article One B - [Peru's Historical Timeline](#).

- c. Use your personal interests to conduct individualized research into Peruvian history. List the resources you found on the required summary in part d below.
  - d. To your surprise, the travel magazine has tasked you with writing the articles you asked about. Using the information above, write a single page summary of what you learned. Base your article around the following question: In your opinion, which aspects of Peru's history most contribute to its political instability?
3. A tour map (3.d.e)
    - a. Read Article Two - [Peruvian Geography](#)
    - b. Browse each link listed on this page - [Peru's UNESCO World Heritage Sites](#)
    - c. Read Article Three - [Peru's Nazca Lines](#)
    - d. Read Article Four - [Peru Geography and Climate](#)
    - e. Write a one-page article for the travel magazine aimed at an audience who has never traveled to Peru. The magazine has asked you to write a piece titled 'Two Weeks in Peru' and to offer two different, but detailed, itineraries.
    - f. Design a map to accompany your travel article. Draw/create the outline of the country and label at least twenty (20) landmarks including cities, geographic features, UNESCO sites, etc. Don't forget to highlight the suggested itineraries from your article. The map may be created manually or using any online tool.
  4. Economic Summary (4.c.d)
    - a. Read Article Five - [Heritage Foundation Peru](#)
    - b. Read Article Six - [Peruvian Economy](#)
    - c. Use your own interests to conduct personalized research into the Peruvian economy. List the resources you found in the summary below.
    - d. The travel magazine has, once again, asked you to write an article about Peru. This one is about the economy. Write a 500-word article based on the following questions: *What are the main sectors of Peru's economy? Which are the most stable? Which are the least stable? Explain and justify your responses.*
  5. Cultural Postcard (5, e)
    - a. Read Article Seven - [Peruvian Cuisine 1](#)
    - b. Read Article Eight - [Peruvian Cuisine 2](#)
    - c. Read Article Nine - [Peruvian Arts and Literature](#)
    - d. Read Article Ten - [Peruvian Etiquette](#)
    - e. The magazine is asking for an article about Peruvian culture. Choose your preferred theme - food and cuisine, arts and literature, etiquette, or a combination – and write a two-page article using your cultural knowledge and competence. Pretending that you have spent time in Peru, add a descriptive personal anecdote such as: Did you ever make a cultural faux pas? Was there an aspect of the cuisine you didn't like? What surprised you? What did you find that was similar to or at odds with your own culture?
  6. Tourism Advertisement (5.b)
    - a. Browse: [Peru's excellent tourism website](#) There is so much to see here!
    - b. That travel magazine is calling again. This time they want you to design a spread that supports tourism. Design an article or advertisement highlighting and describing key aspects of Peru's economy, geography, history, culture, etc. You must include:

- i. a catchy title or slogan
- ii. demonstration of specific knowledge learned in activities 2-5
  1. How does Peruvian history lend itself to tourism?
  2. What about its geography makes Peru such a desirable destination?
  3. How does Peruvian culture support Peru as a tourist destination?
- iii. a minimum of eight (8) visuals
- iv. a convincing closing. *Why should a tourist travel to Peru?*

7. Post-trip Summary (6.a)

- a. Think about what you have learned during this trip and reflect on what you have not learned. Considering the following questions, write and submit a one-page reflection: *What is lacking by taking this trip virtually rather than in person? Which aspects of a country can you only experience in-person?*

8. Lesson Plans (7.a-b)

- a. Submit three dynamic lesson plans demonstrating incorporation of knowledge from this course into your classroom.
- b. List and describe how your lessons incorporate National Standards in your state.

9. **Additional One Credit** (1, a-c)

- a. Research Peru's political situation during the 1990s in sufficient detail to compare/contrast fact with fiction.
- b. Read Ann Pachet's [Bel Canto](#) available [here on Amazon](#) or from your local library.
- c. Using the following questions as a guide, write a three-page single-spaced reflection comparing and contrasting how the novel, [Bel Canto](#), mirrors the real-life hostage situation at the Japanese Embassy in Lima.
  - i. Conflict: What is the conflict between the terrorists and the government?
  - ii. Context: What underlying forces paved the way for the terrorists to commit such an act?
  - iii. Cause: What was the immediate cause of the conflict? Were there other, more distant, causes?
  - iv. Characters: Who were the main players of the conflict and what roles did they play? Did you feel sympathetic towards the terrorists?
  - v. Course: What events led to the resolution or end of this conflict? Was it resolved?
  - vi. Conclusion: What was the ultimate conclusion? Is there anything about this conclusion that can help us to understand later historical events?
  - vii. Consequences: What happened as a result of the conclusion of this event?

## Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of Work Meets Course Objectives; <b>B+ to B-</b>	Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

## Resources:

- a. Read Article One A - Peru's Country Profile.
  - i. <https://www.bbc.com/news/world-latin-america-19928905>
- b. Read Article One B. - Peru's Historical Timeline
  - i. <https://www.bbc.com/news/world-latin-america-19928907>
- c. Read Article Two - Peruvian Geography
  - i. <https://www.britannica.com/place/Peru#ref28026ography/>
- d. Browse each link on the website - Peru's UNESCO World Heritage Sites
  - i. <https://whc.unesco.org/en/statesparties/pe>
- e. Read Article Three - Peru's Nazca Lines
  - i. <https://www.smithsonianmag.com/smart-news/ai-helps-identify-1-143-new-nazca-lines-180973621/onal-parks.html>
- f. Read Article Four - Peru's UNESCO World Heritage Sites
  - i. <https://www.peruinformation.org/geographyermany/>

- g. Read Article Five - Heritage Foundation Peru
  - i. <https://www.heritage.org/index/country/peru>
- h. Read Article Six - Peruvian Economy
  - i. <https://www.britannica.com/place/Peru/Demographic-trends#ref28052>
- i. Read Article Seven - Peruvian Cuisine 1
  - i. <https://guide.michelin.com/en/article/features/7-things-you-need-to-know-about-peruvian-cuisine>
- j. Read Article Eight - Peruvian Cuisine 2
  - i. <https://www.eatperu.com/recipes/>
- k. Read Article Nine - Peruvian Arts and Literature
  - i. <https://www.machutravelperu.com/blog/peruvian-art-craft>
- l. Read Article Ten - Peruvian Etiquette
  - i. <https://www.frommers.com/destinations/peru/in-depth/etiquette>
- m. Browse: [Peru's excellent tourism website](#)

### **Support Resources:**

- You have 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080. To change your address, link to your Dominican Store account at [https://www.dominicanaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicanaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>