

The Role of Tourism and its Effect on Women and the Environment in Peru

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Several countries in South America have marketed their scenic natural and manmade beauties as a means of gaining tourist dollars. Peru is an example of a nation that draws tourists to experience its mountains, deserts, jungles, and waterways. This course explores the integrated topics of eco- and ethno-tourism in southern, eastern, and central Peru and the situation of women from the ancient Inca civilization to the present. Specifically, we will visit the ancient Inca capital of Cuzco and the surrounding Sacred Valley, along with Machu Picchu. These World UNESCO sites, as well as others, draw millions of visitors a year. We will also visit Puno and Lake Titicaca where students will interact with Amantani Islanders, an indigenous group that maintains traditional cultures by living on this isolated island on the lake, but supports their economies through tourist excursions. During the trip, you will have the opportunity to examine the effects of tourism on multiple cultures within one country. Furthermore, Peru offers the opportunity to interact with multiple cultures such as the Aymara, Quechua, and the dominant Spanish speaking groups. Additionally, this study tour will provide an excellent opportunity to understand the contribution of women and to compare and contrast the political, economic and social impact of eco- and ethno-tourism. Ultimately this study tour will serve as an opportunity for you to examine how being “the other” may permanently change yourself, your view of different peoples and cultures, and provide a basis for you to understand your role as a global citizen.

This study tour will cross disciplines by exploring politics, economics, and environmental science along with examining the role of women and ethnic groups in Peruvian society. You will gain an understanding of how another country and some of its cultures deal with environmental and social questions. One of the main focuses of this study tour will be to explore how Peru balances the environmental preservation of its ancient ruins, such as Machu Picchu and the Sacred Valley, with its political and economic interests of increasing tourism to these sites, and by extension increasing the amount of tourist dollars that flow into all of Peru. A second focus of the study tour will examine the changing role of women over time and the contributions of women to tourism initiatives. This will also include a discussion of the struggle for equality and feminist issues from the time of the Inca civilization to present day.

A concurrent theme throughout this study tour will be to examine how some of the indigenous groups in Peru (such as the Aymara and Quechua speakers) have managed to preserve their languages, cultures, and beliefs with increased interactions with tourists. Peru is particularly interesting when we consider that the Incas conquered many indigenous groups before they, themselves, were conquered by the Spanish Conquistador Francisco Pizarro and his men. Peru has been dealing with its colonial history ever since and markets much of its environmental and ethnological tourism around this theme. Additionally, this study tour will serve as a significant experience for any of you who are looking for a trip that takes you to a natural wonder like nowhere else on earth.

Student Learning Outcomes:

By the end of this course, students will be able to:

1. ask and answer questions related to politics, economics, environmental science, the role of women and ethnic groups in Peruvian society.
2. understand how another country deals with political, economic, and social questions.
3. understand how other countries and their tourists can affect a country's livelihood, environment and social sphere.
4. explain how women contribute to the economic health of their families and the success of tourism in Peru.
5. describe the changing role of Peruvian women from the Inca civilization to the present time.

READINGS:

Assigned Readings, listed below, will be available as PDF files on the course Schoology site. You are expected to have read the assigned reading BEFORE the class date they are on.

January 6: Day 1

9:00-10:00 Introductions

Class Business

Trip Expectations and Conduct

10:00-11:30 **FOCUS ON INKA HISTORY**

**Reading from *The Incas and their Ancestors* (Michael Moseley) "Introduction", pp. 7-24.
"Ausangate" Documentary**

11:30-12:00 **FOCUS ON ETHNO-TOURISM AND INDIGENOUS CULTURES**

Intro: Stumbling Blocks. How and why we are viewed as "the other"

Reading from *The Quest for the Other* (Pierre Van Den Berghe)

"Why Study Ethnic Tourism", pp. 8-20.

Break: 12:00-1:00

1:00-1:30 FOCUS ON GENDER ISSUES (Part I)

Introduction to gender issues in Latin America and Peru

Lutjes, Sheryl and Jennifer Abbassi. *Rereading Women in Latin America and the Caribbean: The Political Economy of Gender*, 2002.

1:30-4:00 FOCUS ON POLITICS AND ECONOMICS OF PERU

Julio F. Carrion and David Scott Palmer, "Peru: Overcoming the Authoritarian Legacy at Last?" in *Latin American Politics and Development*, edited by Harvey F. Kline, Christine J. Wade and Howard J. Wiarda, Westview Press, 9th Edition, pp. 195-216. (On Schoology)

Film Documentary: "State of Fear. The Truth About Terrorism" - to be watched at home prior to class. <https://www.youtube.com/watch?v=WC1hAJOi6BE> (and on Schoology with Questions)

McNulty, Stephanie. "Peru's Struggle with the Fujimori Legacy," *Current History*, February 2018, pp. 56-61. (On Schoology)

Tegel, Simeon, "Chaotic start to Castillo's presidency leaves Peruvians wondering who's in charge," *The Washington Post*, August 11, 2021 (On Schoology)

January 7: Day 2

9:00-12:00 FOCUS ON ENVIRONMENT AND TOURISM

Honey, Martha. "In Search of the Golden Toad" *Ecotourism and Sustainable Development: Who Owns Paradise?* Island Press, 1999, pp. 3-31. (On Schoology)

Cox, Rachel S. "Ecotourism" *CQ Researcher Online* October 20, 2006 Volume 16, Issue 37, pp. 1-28. (On Schoology)

Fennell, David "The Social and Ecological Impacts of Tourism" *Ecotourism: An Introduction*. Routledge, 1999, pp. 100-131. (Read pages 100-103. Pay particular attention to the questions on pp 102-103. Remainder of the article is recommended but not required - On Schoology)

Break: 12:00-1:00

1:00-4:00: FOCUS ON GENDER ISSUES (Part II)

Reading: Article “**Women’s Group-based Work and Rural Gender Relations in the Southern Peruvian Andes**” by Kathrin Forstner, p. 1-16.

Reading: Article by Annelou Ypeij “**The Intersection of Gender and Ethnic Identities in the Cuzco-Machu Picchu Tourism Industry: Sácamefotos, Tour Guides, and Women Weavers,**” *Latin American Perspective*, Vol. 39, No. 6, Tourism, Gender, and Ethnicity (November 2012), p. 17-35.

Course Requirements: Attendance at and participation in all events, including at Carthage and in Peru, reading all course materials - book chapters and additional materials emailed to you, daily journal entries while in Peru (see below for targeted questions), and a classroom presentation upon return from Peru.

COURSE GRADING:

Journal 40%

Final Presentation 20%

Participation/Attendance/Preparation of Readings and Classwork/Trip Behavior 40%

All students are expected to conform and adhere to the College’s code of academic conduct that can be found at: <http://www.carthage.edu/campus-life/code/academic-concerns/> .

JOURNAL:

While in Peru, you are to maintain a daily journal that is written from the perspective of your chosen discipline (Political Science or Women’s and Gender Studies). This journal will include your notes from the field trips. You should record what you learned each day and your impressions of Peru: its peoples, cultures, economies, religions, politics, race relations, music, art, languages, and anything else that interests you. While you will be recording your impressions of this state from the viewpoint of your chosen discipline, your journal writings must compare/integrate both disciplines. See additional handout for specific instructions about how to complete your journal.

You must address the following questions when you are writing your journal:

1. How is the stability of the Peruvian political system influenced by the current economy?
2. Are human rights important to Peru today?
3. How does corruption play a role in the political, economic, and social culture of Peru?
4. What role does nationalism play in the identity of Peruvians?

5. How do people who live in Lima/Miraflores differ from the other departments of Peru?
6. How do the indigenous maintain ethnic identity and cultural traditions in the face of increasing interaction with tourists and economic development?
7. How do the indigenous reconcile their distrust of tourists with their need for economic interaction with tourists?
8. What role do women play in Peruvian society?
9. What is the importance of women's work in rural communities?
10. How do the women who live in Lima differ from those who live in rural communities?
11. Is feminism important to Peruvians today?
12. What effect does tourism have on the lives of women specifically and Peru in general?
13. How do women's associations help preserve their traditions and at the same time attract tourists?
14. What effect does tourism have on the Peruvian economy?
15. How is the environment used as a way to bring in tourist dollars?
16. How does Peru care for its environmental resources?
17. How does Peru care for its human indigenous resources?
18. How does Peru balance its need for tourist money with its need to preserve fragile eco-systems?
19. How has Covid affected the livelihoods of people associated with the tourism industry? (Think about specifics and generalities)

FINAL PRESENTATION:

Students will be required to synthesize trip material (both the readings and empirical observations in Peru) for a final presentation. Students will be divided into four groups based upon an emphasis on political/economic/environmental issues and socio/cultural/environmental issues. Both the group and each individual student will receive a grade for the presentation and each student in a group must give part of the presentation. Presentations should be no longer than 20 minutes, followed by a short Q&A session.

PARTICIPATION/ATTENDANCE/TRIP BEHAVIOR:

We expect you to come to every class and to attend (and participate in) every scheduled trip experience. Missing classes will affect your participation grade. You absolutely must attend every scheduled event on the trip. For every scheduled event you miss, you will lose a letter grade. See below for further expected behavior.

RULES AND REGULATIONS FOR TRAVELING:

AT ALL TIMES, KEEP A PHOTOCOPY OF YOUR PASSPORT INFORMATION AND YOUR VACCINATION CARD ON YOUR PERSON. (With very few exceptions, you will keep your real passport locked in your suitcase rather than carry it on your person)

1. **Guest Behavior.** As a guest in someone else's country, every care should be taken by trip participants to exercise appropriate demeanor. Circumspection and sensitivity will help one avoid behavior that might be perceived as arrogant or offensive. Living among people whose language you do not share is a special challenge. Take courage in the fact that most

Peruvians will assume you are a rational adult, even if you cannot speak well, and no one will be embarrassed when you find yourself resorting to limited hand signals. Nonetheless, you should make an effort to be polite by learning some basic Spanish (hello, please, thank you, goodbye...).

2. You are expected to follow all of the **Covid** related safety regulations, e.g wearing a KN-95 or double masking when required as well as any other instructions given to you by the instructors or our Peruvian Guide.

3. **Food.** Remember that Peruvian diets may differ from those to which you are accustomed. During our stay, we may at times be served set menus, so students may be confronted with food they are not used to, and might not even like. In this case, the best policy is to smile and give it your best try. If you really do not want a particular type of food you should say so in advance so the food is not wasted after you only take a bite. We will try to make all necessary accommodations for special dietary needs, including vegetarianism.

4. **Group Travel.** We strongly encourage students to walk in groups of three or more when carrying out independent research in daylight and evening hours. No student is to go out alone by themselves, and no student should be left on their own when others want to return to the hotel or go elsewhere. While we want you to go out in groups, small groups of 5 are better than larger groups of 15 or 20. Larger groups discourage opportunities to interact with locals and are also much more difficult to be served in restaurants. Experienced international travelers are especially careful of where they wander and with whom they take up personal contact. It is advisable to use judgment that is at least as conservative as that which one uses at home in a city like Chicago or Milwaukee.

5. **Alcohol Abuse** (Part I). Disorderly conduct resulting from drunkenness is illegal and jeopardizes future Carthage study programs overseas. Students who engage in this activity may be subject to civil arrest, fines and *dismissal from the trip including early return to the US, at the student's expense.*

6. **Alcohol Abuse** (Part II). Drinking to get drunk or binge drinking is not acceptable. Peruvians will view U.S. students as rude and obnoxious if you get drunk or are loud and unruly. Additionally, alcohol is **not** your friend at altitude.

7. **Arrest.** US citizenship provides no special protection for persons taken into legal custody by Peruvian authorities and it may even constitute a liability. In case of arrest, the student should be sure to notify the police that he or she is a US citizen and should provide police with the hotel name, hotel phone number, and name of the study tour faculty. While Carthage may attempt to be generally helpful to students in this circumstance, the college does not provide legal or diplomatic services or fund special efforts to secure the release of an individual in police custody.

8. **Other Inadvisable Conduct.** Visiting any establishment where sexual contact is traded for money is unacceptable and may place the student in a very dangerous situation. Furthermore,

do not invite anyone back to your hotel room or the hotel as this can create a potentially dangerous situation for you or other trip participants. Also, laws governing sale, possession and use of narcotics and other drugs are much stricter than in the US. Any student engaging in any of the activities listed here in point #7 will be subject to *immediate dismissal from the trip and early return to the US, at the student's expense.*

9. Early Return. Especially egregious conduct by a student may result in immediate expulsion from the Carthage trip and immediate return to O'Hare Airport at the student's own expense. Such conduct includes but is not limited to any activity classified as a felony under U.S. or Peruvian law, disrespect of fellow trip participants or the faculty, or general bad behavior such as getting drunk on a regular basis and sleeping on the bus or during special presentations that have been set up as part of the course. Disrespect to our guides and lecturers by not paying attention to presentations is also not acceptable. A decision to expel a student from the trip is taken at the sole discretion of the study tour faculty and is not subject to review or appeal.