



Machu Picchu: Myth, Symbol, and
Wonder
First Year Seminar: 1100

Dr. William Keeth
Belknap 207B
wkeeth@mansfield.edu
570-662-4605 or 570-662-4581
[Class Schedule](#)
[Office Hours](#)

Required material:

Texts:

Adams, Mark. *Turn Right at Machu Picchu: Rediscovering the Lost City One Step at a Time*. New York: Plume, 2012.

In this travelogue, Mark Adams, the usually home-bound travel expert, attempts to re-create the original expedition of Hiram Bingham to Machu Picchu. Following Bingham's footsteps, the writer finds himself humorously pitted against himself and other more avid trekkers.

Bingham, Hiram. *The Lost City of the Incas*. Phoenix Press, 2003.

In this classic example of exploration literature, the anthropologist and pre-historian Hiram Bingham describes his astonishing and memorable discovery of the archeological site Machu Picchu in 1911, including descriptions of the Incan culture, climbing granite cliffs, and the Andean wilds.

Neruda, Pablo. *The Heights of Machu Picchu: A Bilingual Edition*. Trans. By Nathaniel Tarn. New York: Farrar, Straus and Giroux, 1967.

Inspired by his journey to Machu Picchu, this poem is one of the finest and most famous poems written by this Chilean Nobel Prize winning poet.

Suggested Material:

Miscellaneous:

A spiral notebook (class journal)

Overview of course:

Wrapped by the Urubamba River and towering at the height of 7,970 feet, stands the 15th Century Incan city of Machu Picchu—icon, symbol, and World Heritage sanctuary. In this First Year Seminar course, the lost Incan city becomes a pivot around which students begin explore the world and the many cultures and the academic disciplines that help interpret its realities. Through classroom discussion, exploratory writing, and a research paper students will recognize the importance of knowledge accumulation through personal inquisition, will compare different interpretations of this archeological site, will reflect on different artistic and academic works, and will discuss their perception of culture, society, and language. The goal of this course is to stretch one's thinking and prepare to embark on one's own academic quest.

Course Topics:

1. The journey to and from Machu Picchu.
2. Machu Picchu in Painting, Poetry and Writing.
3. Metaphors and methods of discovery.
4. Discovery versus appropriation: Peru versus Yale.
5. Andean versus American: Culture, society, and Language.
6. The *Quipu*: Storytelling and the intellectual apparatus.
7. Self-management, Self-expression, and the Pursuit of Knowledge.
8. Critical Thinking and Writing.

Student Learning Outcomes:

1. Acquire an understanding of various liberal arts disciplines by reading and thinking about the experiences and knowledge embodied in these academic fields.
2. Gain an appreciation of the General Education Program and how it complements each of the academic disciplines taught on campus.
3. Develop critical and analytical skills and express them in written and oral argument.
4. Recognize, develop, and write “academic discourse” of at least 1500 words or more.
5. Use the library’s database sources of information to search and retrieve evidence.
6. Use researched evidence to form an informed opinion or judgment (including the process of analysis, synthesis, thesis development, and exposition).

System of Evaluation			
Standards of Measurement		Criteria and Weight	SLO Relationship
Performance Description	Grade	Percentage	
Excellent	A	93 > 100 %	
	A-	90 > 92 %	
Good	B+	87 > 89 %	
	B	83 > 86 %	
Satisfactory	B-	80 > 82 %	
	C+	77 > 79%	
Marginal	C	73 > 76 %	
	C-	70 > 72 %	
Failing	D+	67 > 69 %	
	D	63 > 66 %	
	D-	60 > 62 %	
	F	0 > 59 %	
		Class Discussion/Participation	10%
		Homework and Reading Journal	10%
		Discussion Board	5%
		Midterm	20%
		Essays (2)	10%
		Research Paper:	
		Thesis Statement	5%
		Annotated Bib	5%
		Final Draft	10%
		Final Exam	25%
		Total	100%
		<i>Extra Credit</i>	<i>+5%</i>
			All SLO's
			1, 2, 3
			1, 3
			1, 2, 3
			1, 3, 4
			3
			5
			4, 6
			1, 2, 3

Important Dates	
September 11 th , 2015 – Thesis Statement	October 2 nd , 2015 -- Reaction Essay 1
October 16 th , 2015 -- Midterm	November 6 th , 2015 -- Annotated Bibliography
November 20 th , 2015 --Reaction Essay 2	November 23 rd , 2015 – Rough Draft
December 4 th , 2015 –Final Draft	December 9 th , 2015 --Final Exam

General Course Expectations:

Students should attend every class, prepare their homework assignments, and maintain a class journal (containing notes taken both in the classroom and during assigned readings, or research). Active class engagement will be one of our class priorities, so students should not only come prepared daily, but also expect to periodically work in groups and make informal in-class presentations.

Class Discussion/Participation:

Designed as a “seminar”, this course’s format is that of a small group of students who meet and discuss assigned readings, research, and/or critical thinking tasks. Thus, it prizes the fluid exchange of ideas. The ultimate success of this course depends on the entire group’s degree of cohesion and constructive participation. For this reason, each student is expected to complete all the assigned readings before each class meeting and become involved as an active participant in discussion. Students are encouraged to bring questions to class about the readings, assignments, or research. Students will receive participation scores throughout the semester from their peers, as well as the professor. The final participation grade will be determined according to this ratio: 60% professor, 40% peers.

In order for an absence to be considered “excused” a student must document any illness, serious mitigating circumstances, or official university representation. Any “unexcused” absence will result in a 15% reduction in the student’s final Participation grade at the end of the semester. Any partial absence (over 15 minutes) will count as ½ a day’s absence.

Homework and Reading Journal:

During the semester students will periodically be assigned (1) guided-reading questions that complement the texts being read, (2) library and research templates and activities, (3) academic exploration activities, and occasionally (4) brief supplementary readings. These assignments will constitute 5% of the Homework and Reading grade. Warning: a continual lack of cognizant participation in class discussion may result in a 10% reduction in the homework score.

Journal entries will be kept daily and should reflect work done both during and after class. They will constitute 5% of the Homework and Reading Journal grade and should include academic, emotional, creative, and intellectual comments. In the journal, students should prepare comments and notes on the assigned readings, commentary and reflection that will be used later in class discussions or in preparation for an exam. *Daily journal entries should summarize the notes that each student takes during class and while reading at home.* The suggested format is the [Modified Cornell Method](#).

Discussion Board:

Students will also need to participate weekly on the class’s electronic Discussion Board. The themes on the Discussion Board will be related to class readings and discussion. Student commentary need not be copious, rather consistent. Please, refer to Dr. Keeth’s Discussion Board in [D2L](#) for a description and example of the weekly Discussion Board entries that each student must turn in. Each weekly assignment is graded “Pass” or “Fail”, where “Pass” equals 1pt and “Fail” equals 0pts. For instance, in a ten week

semester there would be ten points possible. At his discretion, the professor may assign extra points for exceptional entries.

Essays:

Students will write two short essays during the semester (2-3 pages in length). These must be typed (12pt Times New Roman, double-spaced) and may include academic references (which must be cited according to the MLA Bibliographical Format). These Essays are designed to either foster (1) more thoughtful student engagement on campus or (2) help students reach a deeper understanding of a class theme. When each of these essays is assigned (see Calendar), students may opt to (1) express their viewpoint regarding the value of having attended a campus event (Liberal Arts Panel, public lecture, film, debate, concert, etc.) or (2) write about the class theme suggested by the professor. In either case, the essay must include an organized argument and clear response/reaction. In the case of a campus event, students need to describe the event they participated in thoroughly and review the experience (explain why it was valuable or was not). Each topic suggested by the professor will be explained in more detail during class.

EXTRA CREDIT: Students may write one additional Essay and receive an extra credit score worth up to 5% of their Final Grade. This assignment must be turned-in prior to November 25th, 2015 in order to count.

Midterm and Final Exam:

The Midterm and Final exams will cover material from various weeks of class discussion, as well as key facts and information gained through the assigned readings. These exams will be comprehensive and accumulative in content and may include true/false, multiple-choice, fill-in the blank answers, as well as, short in-class essay. Students may bring a dictionary and a pre-prepared outline and thesis statement for the short in-class essay section. Nevertheless, students **MUST** take the exams on the day scheduled for examination. If a student is absent, then s/he will receive a zero (unless the student has made a prior arrangement with the professor or can provide the professor with a copy of the signed excuse from a physician, coach or other authority no later than the first class period after the excused absence).

Research Paper:

The format of this 5-7 page document must follow MLA guidelines for research papers. The final paper will be completed **as a group project** and evaluated in a **staged process**: (1) Thesis Statement and Preliminary bibliography, (2) Annotated Bibliography, (3) Rough Draft, and (4) Final Draft. Nevertheless, only three of these stages (1, 2, and 4) will count towards the Final Grade. Although students will receive a grade for the Rough Draft, it serves only as a “simulated” or “what if” grade, helping students revise and hone their research before the Final Draft. Students are expected to share and develop their research paper together, consulting with their professor throughout the semester both in/outside of class. More detailed information regarding the research paper’s content, method of evaluation, and purpose will be presented in class. The document’s final draft must be typed in 12pt Times Roman, be written with 1.5 spacing, and have 1” inch margins.

Academic Integrity:

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. If a student has doubts about a form or degree of academic dishonesty, s/he should consult with the professor outside of class. Cheating can result in the failure of the course or the notification of the Office of the Provost. (For more information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#)).

Copyright:

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression: software, music, books, magazines, journals, photographs, articles, etc. For more information on Copyright please consult the [Mansfield University Copyright Information website](#).

Student Consumer Rights and Responsibilities:

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended. The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. The Mansfield University [HEA website](#) provides an inclusive list by topic of student consumer rights and responsibilities.

Title IX and Protection of Minors Legislation:

Mansfield University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation under Title IX are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. [Dia Carleton](#) serves as Mansfield University's Title IX Coordinator. Additional Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence include: [Sexual Discrimination and Misconduct Policy](#) , [Title IX Resources](#), [Sexual Misconduct Victims' Bill of Rights](#). Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age when the abuse allegedly occurred). *No exceptions* apply to this reporting obligation. Mansfield University's Protection of Minors policy is available [here](#).

The Syllabus:

This syllabus serves as a contractual agreement between you and Dr. William P. Keeth, the Instructor of Record for this course. *Only the Instructor of Record may issue your course grade*. Presence in this class means that you agree to the items stipulated in the syllabus and are aware of any modifications made

throughout the semester. One should periodically check the course web site for any updates to the syllabus and/or class calendar.

Class records and Grades:

Oversee your grade by monitoring your progress and maintaining contact with your instructor. Any student material or record that has been returned to the student becomes the student's responsibility to maintain as a permanent record for the course. Students are responsible for picking up any materials that are made available to them or are returned in class. If a student loses these records and the professor does not have a copy of the material available, the student will receive a failing grade for the particular activity

Students Requesting Academic or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University's Disability Advisor in the [Department of Academic and Human Development](#) (141 South Hall, Phone: 662-4436) as soon as possible. After meeting with the Disability Advisor, s/he will send a letter identifying appropriate interventions. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements in this letter.