



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](#)

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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 to 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 inquiry, 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 |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| <table><tr><th>Performance Description</th><th>Grade</th><th>Percentage</th></tr><tr><td rowspan="2">Excellent</td><td>A</td><td>93 &gt; 100 %</td></tr><tr><td>A-</td><td>90 &gt; 92 %</td></tr><tr><td rowspan="3">Good</td><td>B+</td><td>87 &gt; 89 %</td></tr><tr><td>B</td><td>83 &gt; 86 %</td></tr><tr><td>B-</td><td>80 &gt; 82 %</td></tr><tr><td rowspan="3">Satisfactory</td><td>C+</td><td>77 &gt; 79%</td></tr><tr><td>C</td><td>73 &gt; 76 %</td></tr><tr><td>C-</td><td>70 &gt; 72 %</td></tr><tr><td rowspan="3">Marginal</td><td>D+</td><td>67 &gt; 69 %</td></tr><tr><td>D</td><td>63 &gt; 66 %</td></tr><tr><td>D-</td><td>60 &gt; 62 %</td></tr><tr><td>Failing</td><td>F</td><td>0 &gt; 59 %</td></tr></table> |     |         | Performance Description | Grade            | Percentage | Excellent | A | 93 > 100 % | A- | 90 > 92 % | Good | B+ | 87 > 89 % | B | 83 > 86 % | B- | 80 > 82 % | Satisfactory | C+ | 77 > 79% | C | 73 > 76 % | C- | 70 > 72 % | Marginal | D+ | 67 > 69 % | D | 63 > 66 % | D- | 60 > 62 % | Failing | F | 0 > 59 % | Class Discussion/Participation | 10% | All SLO's |
|  |     |         | Performance Description | Grade            | Percentage |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         | Excellent               | A                | 93 > 100 % |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         |                         | A-               | 90 > 92 %  |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         | Good                    | B+               | 87 > 89 %  |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         |                         | B                | 83 > 86 %  |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         |                         | B-               | 80 > 82 %  |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         | Satisfactory            | C+               | 77 > 79%   |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         |                         | C                | 73 > 76 %  |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         |                         | C-               | 70 > 72 %  |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         | Marginal                | D+               | 67 > 69 %  |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         |                         | D                | 63 > 66 %  |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         |                         | D-               | 60 > 62 %  |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
|  |     |         | Failing                 | F                | 0 > 59 %   |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Homework and Reading Journal   | 10% | 1, 2, 3 |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Discussion Board   | 5%  | 1, 3    |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Midterm  | 20% | 1, 2, 3 |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Reaction Essays (2)  | 10% | 1, 3, 4 |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Research Paper:  |     |         |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Thesis Statement   | 5%  | 3       |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Annotated Bib  | 5%  | 5       |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Final Draft  | 10% | 4, 6    |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Final Exam   | 25% | 1, 2, 3 |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |
| Total  |     | 100%    |                         |                  |            |           |   |            |    |           |      |    |           |   |           |    |           |              |    |          |   |           |    |           |          |    |           |   |           |    |           |         |   |          |                                |     |           |

| Important Dates                                      |   |
|--|---|
| September 12 <sup>th</sup> , 2014 – Thesis Statement | September 26 <sup>th</sup> , 2014 -- Reaction Essay 1     |
| October 17 <sup>th</sup> , 2014 -- Midterm           | October 31 <sup>st</sup> , 2014 -- Annotated Bibliography |
| November 14 <sup>th</sup> , 2014 -- Reaction Essay 2 | December 10 <sup>th</sup> , 2014 – Final Exam             |

### 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 be assigned a daily grade for class participation.

### 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 the bulk of the homework grade; however, a continual lack of cognizant participation in class discussion may result in a 10% reduction in the final homework score.

Students will be required to keep a reading journal throughout the course. The journal’s format will be the Modified Cornell Note Taking Method. The journals will be periodically collected and graded.

### 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.

### Reaction Essays:

Students will write two short reaction essays during the semester. These must be typed and may include academic references. In the case of the latter, students must follow the MLA Bibliographical Format. The Reaction Essays are designed to foster student engagement with the assigned texts and class discussions. They allow students to express their viewpoint regarding a class theme in the form of a short and organized argument or response. Students are encouraged to explore the assigned themes from different academic and/or cultural perspectives.

### 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, but 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 7-10 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** (Thesis, Annotated Bibliography, and Final Draft). The document's final draft must be typed in 12pt Times Roman, be written with 1.5 spacing, and have 1" inch margins. Students are expected to share and develop their research paper with their professor throughout the semester both in/outside of class.

### Academic Integrity:

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Any form of cheating may result in failure of the course. (For more additional information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#)).

### 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.