



Fall 2021  
Machu Picchu: Myth, Symbol, and Wonder

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[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.

Cohen, Harlan. *The Naked Roommate and 107 Other Issues You Might Run into in College*. Sourcebooks, 2009.

A candid and sometimes funny book about college life. Cohen provides practical tips and student advice on topics like roommates, dorm life, laundry, finances, friends, relationships, sex, and time management.

Suggested Material:

*Miscellaneous:*

Notebook (Suggested format: [Cornell Note Taking Method](#). May be kept in [PDF](#) or [Word](#) format)

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.

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 various academic disciplines (Painting, Poetry, Science, History, Writing, etc.)
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.
9. Practical Advice for Student Success.

#### 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. Describe some of the varied means of thinking, knowing, and experiencing employed in the Humanities and Fine Arts, Mathematics, Natural Sciences, and Social and Behavioral Sciences
3. Gain an appreciation of the General Education Program and how it complements each of the academic disciplines taught on campus.
4. Develop critical and analytical skills and express them in written and oral argument.
5. Recognize, develop, and write "academic discourse" of at least 1500 words or more.
6. Use the library's database sources of information to search and retrieve evidence.
7. 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	Class Discussion/Participation 10% All SLO's Homework and Reading Journal 10% 1, 2, 3, 4 Discussion Board 10% 1, 2, 4 Midterm 20% 1, 3, 4 Essays (2) 30% 1, 4, 5 Final Exam 20% <b>Total 100%</b> 4 <i>Extra Credit</i> +15% 6 5, 7 1, 3, 4
	Excellent	A	
Good	A-	90 > 92 %	
	B+	87 > 89 %	
	B	83 > 86 %	
Satisfactory	B-	80 > 82 %	
	C+	77 > 79%	
	C	73 > 76 %	
Marginal	C-	70 > 72 %	
	D+	67 > 69 %	
	D	63 > 66 %	
Failing	D-	60 > 62 %	
	F	0 > 59 %	
<b>Important Dates</b>			
Sept. 24 <sup>th</sup> , 2021 – Essay 1		Oct. 1 <sup>st</sup> – Midterm	
November 22 <sup>nd</sup> , 2021–Essay 2		Dec. 6 <sup>th</sup> , 2021 – Final Exam at 1 PM	

### 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.

### Cell Phone, Computer, and Social Media Policy:

In the interest of preserving an effective learning environment, cell phones must be turned off or set to “vibrate” during class. In order to keep from disturbing others, you must leave the classroom to accept an emergency call. During the class, students may not engage in any form of social media, send texts or email, or surf the web on non-course related matters on any compatible electronic device. If a student disregards these guidelines, this will result in the device being taken by the professor and turned off for the remainder of the course. Also, his/her participation score will be reduced to 1/2-day unexcused absence. [Cell phones, laptop computers, etc. can be used to complete any class-related activities assigned during the same course hour.](#)

### Class Discussion/Participation:

This course’s format is that of a small group of students who meet and discuss the assigned reading/s and/or critical thinking tasks. Thus, it prizes a 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. Regular and punctual class attendance is expected.

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. [Absences due to COVID-19-related illness, quarantine, and/or isolation will be excused as well.](#) 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 or a 7.5% loss. If you miss two classes in a row, the professor will send an email to [absent@mansfield.edu](mailto:absent@mansfield.edu) for administrative follow-up.

Any work that is missed must be completed in a reasonable and timely manner, one agreed upon by the professor and student. Students must provide documentation before absences can be excused.

### Homework and Reading Journal:

During the semester students will periodically be assigned (1) guided-reading questions that complement the texts being read, (2) academic exploration activities, and occasionally, and (3) brief supplementary

readings. These assignments will constitute one half 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 the other half 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 15% of their Final Grade. This assignment must be turned-in prior to December 3<sup>rd</sup>, 2021 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).

#### MU's Health and Safety Plan for Fall 2020 and the Student Code of Conduct:

Mansfield University's Student Code of Conduct prohibits the violation of any University policy as well as local, state, or federal laws. Expressly included in this expectation are any federal, state, regional, or local emergency orders or declarations, mandatory policies, or mandatory health advisory requirements, including those made by the University President. Mansfield's Health and Safety Plan for Fall 2020 mandates that members of the Mansfield University community comply with certain measures, especially employing social distancing and wearing face coverings, to help reduce the risk of spreading COVID-19. Social distancing and the wearing of face coverings are required in all buildings and classrooms. Face coverings must cover both the nose and mouth. Students who do not conform to these mandates are in violation of the Student Code of Conduct and subject to the appropriate sanctions. Violations of the student conduct code, including violations of social distancing and wearing of face coverings, will be reported to the University's chief conduct officer, William Kluge, at [wkluge@mansfield.edu](mailto:wkluge@mansfield.edu).

Regarding the enforcement of Mansfield's Health and Safety Plan, it is important to recognize the critical nature that full compliance with these policies will play in the success of this semester. It must be understood that non-compliance with these policies by just a few could jeopardize the health and safety of the entire Mansfield community as well as our ability to continue offering in-person instruction during Fall 2020, and therefore violations will be treated accordingly. As such, repeated violations shall result in the suspension of one's right to remain on campus for a portion, or the entirety, of the remaining semester, in addition to other appropriate sanctions based upon the circumstances involved. Please note: Students who have medical conditions that prevent them from wearing face coverings or complying with other risk-mitigating mandates must contact Melinda Phillips in the Coordinator of Services for Students with Disabilities at [mphillip@mansfield.edu](mailto:mphillip@mansfield.edu) or 570.662.4436 to request accommodations.

#### Academic Integrity:

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism, is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the appropriate Dean. MU's Academic Integrity Policy can be found at <http://www.mansfield.edu/academic-affairs/faculty-resources/upload/Mansfield-University-Process-for-Reporting-Academic-Integrity-Violations-Rev-3-09.pdf> and the [Academic Dishonesty Form](#) may be accessed here or from the Academic Affairs website.

#### Mansfield University Statement on Diversity and Inclusion:

As expressed in Mansfield University's Mission and Vision statement, our institution strives to "nurture the whole student through an inclusive, diverse, and welcoming community." As such, we welcome students, faculty, and staff from diverse backgrounds. We expect all interactions between community members to be respectful, whether in person or online, both in and out of the classroom.

Copyright:

Mansfield University fully supports and adheres to the Copyright laws of the United States and other nations. 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. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: <http://mansfield.libguides.com/copyright>.

Student Consumer Rights and Responsibilities:

The Higher Education Opportunity Act (HEOA) was enacted in 2008 and reauthorized the amended Higher Education Act of 1965. HEOA requires postsecondary educational institutions to distribute or make publicly available a broad range of information collectively known as Student Consumer Information. Topics covered under HEOA include student financial aid, campus health and safety, student outcomes, as well as general institutional information. Mansfield's Student Consumer Information website is located at this link: <http://mansfield.edu/HEA/>.

Title IX and Protection of Minors Legislation: Reporting Obligations

Mansfield University and its faculty are committed to assuring a safe and productive educational environment for all students.

**Sexual Discrimination or Misconduct and Title IX Requirements:**

In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972, all University officials, volunteers and employees (including student employees) are obligated to report incidents of sexual misconduct of which they become aware to the Title IX Coordinator/designee, unless: 1) they serve in a role that makes such reports privileged or are recognized as providing a confidential resource; or 2) they are a faculty member and learn of the report from a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. These reporting exceptions do not apply to report of sexual misconduct involving an individual who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. When a report involved suspected abuse of a child (an individual under the age of 18 at the time of the incident(s) as reported), all University employees, officials and volunteers are required to notify the University police and the Child Line run by the Pennsylvania Department of Human Services. Reports regarding Title IX and sexual misconduct should be directed to JoEllen Lindner, Title IX Coordinator or Dusty Zeyn, Deputy Title IX Coordinator at [titleix@mansfield.edu](mailto:titleix@mansfield.edu) or [cm.maxient.com/reporting](http://cm.maxient.com/reporting) form. Additional information regarding the reporting of sexual violence and the resources that are available to victims of sexual assault and/or harassment can be found at [mansfield.edu/title-ix](http://mansfield.edu/title-ix).

**Protection of Minors Requirements:**

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. Mandated reporters must immediately make an oral report of suspected child abuse to the Department of Human Services (DHS) by calling 800-932-0313. Immediately following the report to DHS, the mandated reporter must notify Tanya

Bombicca (570-389-4151), as designated in the University's protection of minors policy. No exceptions apply to this reporting obligation. Mansfield University's Protection of Minors policy is available at <http://www.mansfield.edu/hr/protection-of-minors.cfm>.

#### 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, mental health diagnoses, or other significant medical conditions whose learning or participation may be affected in this course, should meet with Melinda Phillips, the Coordinator of Services for Students with Disabilities (SSD Coordinator) in the Office of Services for Students with Disabilities located in 144 South Hall (570.662.4436) for a review of qualification for reasonable accommodations. It is recommended that students contact the SSD Coordinator during the *first two weeks of classes* or immediately upon diagnosis to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. Upon qualification, the Coordinator will arrange to provide an accommodation letter to the professor for the identification of academic or accessibility adjustments. You must contact the Office of Services for Students with Disabilities to renew accommodation letters at the start of each semester.