

**SOCL 280 Topics in Contemporary Sociology:
Contemporary Peru: Politics and Society
Including Service Learning
LUC Summer Program 2009**

COURSE DESCRIPTION

Learning Activities The students will work intensively with Jesuit-affiliated community programs in poor settlements in Lima such as El Augustino. They will take part in projects run by development NGOs or local institutions that have ties to neighborhood organizations, and they will become involved in the daily life of the local population. Overall they will work around thirty-six hours. Service placements will be finalized and supervised by the Director of Social Outreach at the Universidad Antonio Ruiz de Montoya. The course is designed to combine community service with analysis and reflection on social realities in the places where students are working. This component thus seeks to link students' community-based learning with what they are learning in "Contemporary Peru: Politics and Society."

Students will attend two meetings per week which complement their community service. In the first weekly meeting, they will learn the history of how popular sectors have organized to gain access to a place to live, and how their strategies relate to government policies; how the history of each neighborhood where students perform community service is a part of this broader panorama; what socio-cultural adaptations popular sectors have made to satisfy their needs, and how they engage in Peru's political culture.

In the second weekly meeting, students will analyze and reflect upon our experiences in the community, identifying and revising our understandings about the communities in which we are working in the light of practical experience.

The principal goals of this community experience are: i) to provide students with an understanding of Peruvian urban popular sectors; (ii) to combine the community work with a personal exercise of reflection about the experience; (iii) to link the local experience with the analysis of the Peruvian reality developed in the classroom portion of SOCL 280: Topics in Contemporary Sociology: Contemporary Peru: Politics and Society.

Students will have a bi-lingual tutor, who will facilitate their experience as a whole. To have a better context in which to reflect on their service experiences, students will meet in sessions with the tutor and local experts, to cover the following issues: i) the city: popular organizations and its role in the urban space; ii) political violence and low income inner-city neighborhoods and, iii) the emergence of an informal sector as an answer.

The in-class portion of SOCL 280 will address: (a) the most important political events in Peru since the democratic breakdown of 1968, (b) the main achievements and shortcomings of the current Peruvian democratic regime, (c) the main obstacles to improve the democratic quality of this political regime, and (d) the way social, cultural, and economic characteristics of the Peruvian society shape and affect its political fortune.

Assessment Students are expected to (i) take part in community service responsibly; (ii) participate actively in the two weekly meetings that accompany this service; (iii) keep track of their community experiences in a field journal (in coordination with their Spanish course); (iv)

interview one community member, and make a brief written presentation based on his or her testimony.

Grading for this experience will be based on:

Community service	45%
Weekly sessions that accompanies community service	20%
Field journal	15%
Interview and written presentation	30%

Grading for the classroom aspect of the program will be based on two exams (80% percent of the grade). The format of the exams will be short-essay questions. The professor will offer sample examination questions as the course proceeds. Class participation will account for 20% of the final grade. The participation grade will be based mostly on the overall contribution to the class—e.g., asking questions for clarification during lectures, participating in class discussions, sharing comments about the material, and answering instructor questions during lectures.

Pedagogical Approach For the service learning aspect of the course, students are expected to (i) take part in community service responsibly; (ii) participate actively in the two weekly meetings that accompany this service; (iii) keep track of their community experiences in a field journal (in coordination with their Spanish course); (iv) interview one community member, and make a brief written presentation based on his or her testimony. They will have a tutor who will facilitate their overall experience.

Students are expected to complete assigned readings before class and to attend lectures, as material not found in the readings may appear in lectures and in exams. Students are also expected to arrive to class on time and not to leave until class is over. Students have a responsibility to show respect for the opinions expressed by their classmates. Traditional lectures will be provided.

Students will meet with their tutor and the director of Service Learning at UARM to talk about and integrate their service learning experience.

Loyola's Office for International Programs has worked closely with the Universidad Antonio Ruiz de Montoya in developing the syllabus and has mutually agreed upon the learning activities, assessment strategies, and pedagogical approach to be used in this course