

INS 522 Section 97
Latin American Political Economy: Reconstructing Peru: Ica & Cuzco
First Summer Session, 2010

On site: Ica & Cuzco, Peru

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office hrs: 10-11 am and 1-2 pm T, Th in Ferre 325

Dates: Saturday, late night, May 22 – Sunday, June 6, 2010

This course is designed for those who wish to contribute to the post-earthquake recovery of Ica, Peru and wrestle with the challenges of economic development. In the second half of the course, we shall begin to explore Andean culture and civilization.

Conventional anti-poverty programs emphasize large-scale and long-term investments in physical and human capital. Our class will work on small-scale and short-term projects which we hope will yield immediate benefits and help respond to two major disasters that have affected southern Peru.

The mudslides of 1998 and the earthquake of 2007 have left the rural community of Casablanca, in the outlying district of Los Molinos of Ica, Peru, devastated, isolated, and ignored by local and national reconstruction efforts. The community has had no access to safe water or to electricity since 1998; and after the earthquake of August 2007, virtually all of the houses were destroyed – and now are being rebuilt, but in a different and more centralized location (fall 2009). However, drinking water is still drawn from the polluted irrigation canals.

The University of Miami has had a relationship with this community since June 2007. Immediately after the earthquake of August 2007, we were the very first to set up a series of community soup kitchens in the sub-districts of Casablanca and El Olivo. We have since sponsored a training program in micro-lending, invested in a guinea pig raising project, set up a mobile, diesel-powered mill to grind animal fodder, and purchased costumes for the local Afro-Peruvian dance troupe. These projects were financed with donations from the University of Miami community and the Rasmussen Foundation.

Then, in January 2009, Professor Weisskoff, 2 graduate students and 4 undergraduate “Engineers without Borders,” worked for a week to repair broken pipes that once brought safe drinking water to the village. For the first, potable water flowed into Casablanca. Within weeks, however, the pipes were broken again by heavy traffic on the main highway, and local spigots were hooked up to the irrigation canals as a substitute for the drinking water.

In the proposed course, we will continue our work on the water system; we shall help with the new drip irrigation system that the inventors in Rancheria are now willing to share with the other villages, and their techniques for growing organic fruits. We shall review the new training program in micro-lending, and try to extend the personal finance section into farm finance. We shall work at unifying the five villages on the “other” or “forgotten” side of the Ica River Canyon.

The manual work includes tilling the soil, milking cows, harvesting cotton, clearing the irrigation ditches of weeds, and cementing drainage ditches.

We have several objectives. First, we shall volunteer our labor to help in projects of the village’s choosing. If appropriate, we shall administer a follow-up survey to compare the present conditions with the situation two years ago immediately following the earthquake in August 2007. Our goal is to seek to understand the economic dynamics of this village: how a village in such a lush agrarian region should remain so poor? Why has the micro-lending project in the village of Huamani been so successful?

Students must be in good health and ready to engage totally in the work of this community. Spanish-speaking students will be paired with non-Spanish speakers to facilitate communication.

The class will operate in small groups, working together and with groups of villagers. Each night, the groups and the professor will meet to debrief one another, to assess the day’s experiences, and to plan the work of the next day.

After working 6 days in Casablanca, which is on the southern coast of Peru, we shall travel by bus to Cuzco, tour the Inca capital and trek to Choquequirau (the recently discovered, “next” Macchu Pichu), visit Abancay (another provincial capital in the Sierra), and then fly to Lima and then home. The final 7 days of the course will serve as an introduction to Inca civilization and the present Andean society.

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Readings and requirements:

1. Read at least 4 of the items below before the trip, if undergrad; 7 items if graduate student..
2. Write up a 10 page “memorandum” at the conclusion of the trip for credit, if undergrad; 20 pp. if graduate student.
3. You must participate in all the 7 days of on-site work and field trips or creative substitution with approval.

Readings:

- (req'd): R. Weisskoff (Aug., 2009), “Save a City/ Save Ourselves: Mudslide Prevention and Earthquake Recovery in Ica, Peru,” A Review of the University of Miami’s Program in Ica, 2002-2009. (manuscript)
R. Weisskoff, “To Save a City: Grassroots Movement toward Reforestation in Ica, Peru”, chapter 8, pp. 147-164, in Rebecca Harris, ed., Globalization and Sustainable Development: Issues and Applications (University of South Florida, Patel Center for Global Solutions, Tampa, FL, 2006)
1. Francisco Javier Vine Perez, Un Caudal de Dolor e Impotencia: Ica, 29 de enero de 1998 (Ica, 1999) (book on narratives of the disaster in Ica with photos).
 2. Health Impact of the Southern Oscillation (el Nino) 22 pp English www.paho.org/english/gov/csp/csp25sr4.pdf
 3. Choose one book in English or Spanish on recent disasters, download, and read the latest:
<http://www.paho.org/English/Ped/> or <http://www.paho.org/Spanish/Ped/>
 4. Corporación Andina de Fomento, El Fenómeno el Niño, 1997-1998: Memoria, Retos, y Soluciones Volumen V: Perú 293 pp.
 5. Bryce, James. South America: Observations and Impressions. Macmillan, 1912. chs 2-4, 6.
 6. Bingham, Hiram. Across South America: An Account of a Journey from Buenos Aires to Lima by Way of Potosi. Houghton Mifflin, 1911. Read sections on Peru.
 7. Gonzalez de Olarte, Efrain, ed., The Peruvian Economy and Structural Adjustment: Past, Present, and Future. (North-South Center Press, 1996)
 8. Algeria, Ciro, Broad and Alien is the World or Arguedas, Jose Maria, Deep Rivers (Engl. Trans. By F.H. Barraclough) Available in paperback, English or Spanish: El mundo es ancho y ajeno and Rios profundos.
 9. World Bank, A New Social Contract in Peru (2006).
 10. Perlis, A., Forests and Water. (See chapter on El Nino and Piura) Rome: FAO, 2007.
 11. Lewis, Oscar: any none or more of the following village studies and “talking” autobiographies:
Children of Sanchez: Autobiography of a Mexican Family (1961); Five Families: Mexican Case Studies in the Culture of Poverty (1962); Pedro Martinez: A Mexican Peasant and His Family (1964); Tepoztlan, a Village in Mexico (1960).
 12. Kuroiwa, Julio. Disaster Reduction: Living in Harmony with Nature. Lima: Editorial NSG, 2004 (UN/ISDR)

Course Schedule

Sat. night, May 22: Leave Miami 11:55 pm (AA), arrive Lima Peru, 4:30 am. Travel overnight by bus direct to Ica, Peru.

Sun., May 23: 1st Day: Arrive in village of Casablanca/Huaymani, District of Los Molinos, Ica. Walking tour of earthquake damage. Begin work with villagers in Casablanca, Huaymani, and Rancheria. [8 hrs. class]

Mon., May 24: 2nd Day: Continuation of manual work Projects: clean irrigation channels, tilling soil, water survey. [8 hrs. class]

Tues., May 25: 3rd Day: Cotton harvesting. Individual or collective farm work. Late afternoon debriefing. [8 hrs. class]

Wed., May 26: 4th Day: Field work and farm tasks (morning); field trip to Cansas Canyon [8 hrs.]

Thurs., May 27: 5th Day: Field work and prepare departure to Cuzco [4 hrs]

Fri., May 28: 6th Day: Arrive Cuzco (afternoon); tour Cuzco.

Sat., May 29: 7th Day: Free day: hiking, recreation, walking.

Sun., May 30: 8th Day: Start travel to Choquequirau (4 days, 3 nights), Machu Picchu [4 hrs.]

Mon., May 31: 9th Day: Choquequirau (4 days, 3 nights), Machu Picchu and Abancay. [4 hrs.]

Tues., June 1: 10th Day: Choquequirau (4 days, 3 nights), Machu Picchu and Abancay.[4 hrs.]

Wed., June 2: 11th Day: Choquequirau (4 days, 3 nights), Machu Picchu and Abancay. [4 hrs.]

Thurs., June 3: 12th Day: All day in Abancay, University exchange classes in Kechwa and English [8 hrs]

Fri., June 4: 13th Day: Travel to Cuzco; city tour. [8 hrs.]

Sat., June 5: 14th Day: Rest day, Cuzco museums or day-excursion (optional).

Sun., June 6: 15th Day: Class ends. Students fly from Cuzco to Lima and home (AA) 11:25 pm, Arrives MIA 6:05 am.

Note: Number of “contact hours” are indicated by [brackets] above. Total = [60 hrs] max. Date posted: 9/4/09