



GASTRONOMIC TOURISM IN CUSCO AND PERU

Course information					
Code:	Not applicable	Course:	Gastronomic Tourism in Cusco and Peru		
Coordinating area / program:	International Programs			Mode:	Classroom teaching
Credits:	03	Contact hours:	48	Autonomous study hours:	32
Period:	Start date and end of period:				
Career:	Not applicable				

Contact hours					
Sum:	48	Theory:	46	Practice:	0
		Laboratory:	0	Evaluation hours:	2

Course pre-requisites		
Code	Course	Career
Not applicable	Not applicable	Not applicable

Course coordinators			
Surname and first name	Email	Contact hours	Contact site
Ruelas, Abdí	aruelas@usil.edu.pe	8 a.m. – 6 p.m.	USIL Cusco Center

Instructors
Angelita Contreras Tinta

Course overview
<p>Tourism in Peru is about more than archaeological heritage and the Amazon rainforest. Peru is home to a vibrant culture which has so much to offer the rest of the world, including its fascinating gastronomy. During this course, students will have a chance to discover the contemporary significance of Peru's creative food culture, with its unique combination of styles inherited and adapted from both local and global sources. Peru's major gastronomic festivals, such as Mistura, will also be discussed. Students will learn about the traditional Cusco dishes prepared during specific local celebrations. And, of course, direct cultural experience will constitute an essential component of the course!</p>

Course competencies	
Professional competency	Not applicable
Level of professional competency	Not applicable
USIL general competencies	Not applicable

Course learning outcomes		
General learning outcome	N°	Specific learning outcomes
Students identify and explain the variety of Peruvian gastronomy learning about traditional dishes of the three regions of Peru, recognizing gastronomic elements in Peruvian festivities, discovering and tasting the delicious flavors during fieldtrips and understanding the impact of gastronomic tourism on the national economy.	1.	Identify the differences between the dishes of the three Peruvian regions.
	2.	Analyze the diversity of gastronomic elements in festivals.
	3.	Recognize traditional Andean cuisine and its impact on the regional tourism.
	4.	Evaluate the main expressions of gastronomic tourism in Cusco.

Contents and study activity scheduling						
Session	Week	(hrs)	Type	Contents	Study outcomes and study activities	Resources
Unit	1:	INTRODUCTION: PERUVIAN GASTRONOMY – COASTAL, HIGHLAND AND JUNGLE TRADITIONAL DISHES				
Specific result:	1					
1	1	1	AP	Introduction and overview of the course: the syllabus, the methodology, the evaluation system and the classroom rules.	Professor presents and explains the syllabus, sharing the contents, methodology and evaluation criteria with students.	Syllabus, power point presentation, questions, answers and topics calendar.



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	1	1	AA	Bibliography assigned for the week, selected by the professor for the next session.	Students read and analyze the assignment.	Textbook: printed and digital.
2	1	2	AP	The most representative dishes of Peru's regions.	Students will be able to explain the highlights about the Peruvian cuisine according each region.	Video, power point slides, discussion.
	1	1	AA	Read bibliography assigned for next week.	Students read and analyze an assignment about the cuisine of the Peruvian Coast.	Printed and digital text.
3	2	1	AP	The Pacific Coast cuisine: ceviche, tiradito and other dishes.	Students describe traditional dishes of the Peruvian Coast.	Video, power point slides, discussion.
	2	1	AA	Read bibliography assigned for next week.	Students read and analyze an assignment about ceviche.	Printed and digital text.
4	2	2	AP	Cooking experience: ceviche.	Students will be able to cook and taste the most representative Peruvian dish.	Cooking ingredients.
	2	1	AA	Read bibliography for the next session.	Students review traditional Andean cuisine during Inca period.	Printed and digital text.
5	3	1	AP	Traditional Andean cuisine dating back to the Inca period.	Students explore the gastronomic knowledge, crops and food products during the Inca period.	Power point presentation, videos and digital text.
	3	1	AA	First draft of final papers.	Students choose a topic of their interest and write the first drafts of their final papers.	Printed and online text and materials gathered through students' independent research.
6	3	2	AP	Field trip to San Pedro and Vinocanchón markets.	Students observe and analyze agricultural and food products at the local markets.	Field trip.
	3	1	AA	Reading and field trip reports.	Students write reports on the field trip and read the assignment for the next session.	Printed and digital text. Students' reports.
7	4	1	AP	The diversity of the jungle cuisine.	Students recognize the main characteristics of the jungle cuisine.	Power point slides, video and pictures.
	4	1	AA	Reading about the most important Peruvian jungle crops.	Read and analyze the assignment.	Printed and digital text.
8	4	2	AP	Field trip to a jungle cuisine restaurant.	Students observe and try traditional jungle food.	Field trip.
	4	1	AA	Reading and field trip reports.	Students write reports on the field trip and read the assignment for the next session.	Printed and digital text. Students' reports.
Basic and supplemental mandatory reading:					[1] Pages: 1 [2] Pages: 1 [3] Pages: 1-3	
Unit	2:	GASTRONOMIC FESTIVALS				
Specific result:	2					
9	5	1	AP	Culinary traditions and the most important Andean festivities.	Students describe the culinary traditions and customs of the Andes in the context of local festivities.	Power point presentation and videos.
	5	1	AA	Reading for the next session.	Students read and analyze the assignment about carnival festivities.	Printed and digital text.



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10	5	2	AP	Carnival festivities: Puchero and Pisco Sour Day.	Students name the main characteristics of Puchero, the main Carnival dish, and discuss the Pisco sour recipe.	Power point presentation, video and readings related to the topic.
	5	1	AA	Reading about the Holy Week in Peru.	Students read and analyze the assignment.	Printed and digital text.
11	6	1	AP	The twelve traditional dishes of the Holy Week.	Students will be able to understand the importance of the holy week celebration.	Power point presentation, video and readings related to the topic.
	6	1	AA	Reading about the twelve dishes of the Holy Week.	Students review the ingredients for each dish to share the information in class.	Printed and digital text.
12	6	2	AP	Discussion: sharing traditional recipes.	Students discuss and share the traditional Holy Week recipes.	Bibliography, power point and discussion.
	6	1	AA	Reading for the next session.	Students analyze the reading about the Purple Month.	Reading and online course materials.
13	7	1	AP	The Purple Month: The Festival of Jesus Christ of Miracles and its traditional food.	Students discuss and evaluate gastronomic traditions of the Purple Month.	Bibliography, power point and discussion.
	7	1	AA	Reading for the next session.	Students read and analyze the assignment.	Reading and online course material.
14	7	2	AP	The Mistura festival and its economic impact.	Students identify the most distinguished Peruvian chefs and dishes present at the Mistura festival and explain its value as a tourist attraction.	Power point slides and discussion.
Basic and supplemental mandatory reading:					[5] Page: 1 [6] Page: 1	
Unit	3:	ANDEAN TRADITIONAL DISHES				
Specific result:	3					
	7	1	AA	Reading for the next session.	Students read and analyze the assignment about varieties of potatoes.	Reading and online course material.
15	8	1	AP	The importance of potatoes and their varieties.	Students identify at least five varieties of potatoes.	Power point slides and discussion. Examples of potatoes.
	8	1	AA	Reading for the next session.	Students analyze a reading about cooking <i>huatia</i> during the dry season.	Reading and online course material.
16	8	2	AP	Cooking experience: <i>Huatia</i> .	Students apply their previous knowledge of cooking <i>huatia</i> with traditional products.	Cooking ingredients.
	8	1	AA	Read bibliography assigned for next week.	Students read and analyze the history of <i>Chiriuchu</i> and its ingredients.	Printed and digital text.
17	9	2	AP	Corpus Christi festival: <i>Chiriuchu</i> .	Students recognize the ingredients of the <i>Chiriuchu</i> dish.	Printed and digital text.
	9	1	AA	Read bibliography assigned for next week.	Students will read and analyze the gastronomic tradition of the Paucartambo festival.	Printed and digital text.
18	9	1	AP	Paucartambo festival: traditional merienda.	Students explain the most relevant characteristics of the gastronomic tradition of the Paucartambo festival.	Power point, videos and digital text.



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	9	1	AA	Mid-term review	Students review the main points of the course for the exam.	Review the course materials.
19	10	1	AP	MID TERM EXAM.	Students take a one hour test individually.	Evaluation.
	10	1	AA	Read bibliography assigned for the next session.	Students analyze a reading about the Pachamama festival.	Printed and digital text.
20	10	2	AP	The Pachamama festival and its impact on gastronomic tourism.	Students recognize the main characteristics of Pachamama festival.	Power point slides, video, questions and answers.
	10	1	AA	Read bibliography assigned for the next session.	Students analyze the reading for the next session.	Printed and digital text.
21	11	2	AP	All Saints' Day: roasted piglet.	Students will review the gastronomic traditions related to the All Saints' Day celebration.	Bibliography, power point and discussion.
	11	1	AA	Read bibliography assigned for the next session.	Students analyze a reading about traditional bakeries.	Printed and digital text.
22	11	1	AP	Traditional bakeries.	Students recognize the importance of traditional bakeries in the Andean region.	Bibliography, power point and discussion.
Basic and supplemental mandatory reading:					[7] Pages:1-15 [4] Pages:1 [8] Pages:2-20.	
Unit	4:	GASTRONOMIC TOURISM IN CUSCO				
Specific result:	4					
	11	1	AA	Reading about the towns of Oropesa, Saylla and Tipon.	Students review the gastronomic diversity in the towns of Oropesa, Saylla and Tipon.	Printed and digital text.
23	12	4	AP	Field trip to the towns of Oropesa, Saylla and Tipon.	Students taste and describe the most representative dishes in the South Valley of Cusco.	Field trip and traditional dishes.
	12	1	AA	Reading about gastronomy in the Sacred Valley.	Students analyze a reading about the Sacred Valley traditional gastronomy.	Printed and digital text.
24	12	1	AP	Gastronomy in the Sacred Valley of the Incas.	Students discuss the varieties of crops, products and cuisine of the Sacred Valley.	Bibliography, power point and discussion.
	12	1	AA	Reading for the next session.	Students analyze a reading about gastronomy in the Sacred Valley of the Incas.	Printed and digital text.
25	13	4	AP	Field trip to the towns of Lamay, Urubamba and Ollantaytambo.	Students taste and describe the most representative dishes in the Sacred Valley of the Incas.	Field trip and traditional dishes.
	13	1	AA	Field trip report.	Students describe and analyze their experience during the field trip.	Field trip notes.
	13	1	AA	Reading about traditional beverages and desserts.	Students analyze a reading about the importance of the traditional beverages, their preparation and ingredients.	Printed and digital text.
26	14	1	AP	Traditional beverages and desserts.	Students taste and recognize the differences between each type of beverages and describe the desserts.	Bibliography, power point and discussion.

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	14	2	AA	Students do individual research about street food and write essays to summarize them later during the field trip.	Students will analyze the varieties of street food and the economic importance of street food vendors.	Students' independent research.
27	14	2	AP	Field trip: Street flavors.	Students share their essays describing street dishes and the economic impact of street food vendors.	Students' essays and field trip.
	15	2	AA	Group presentations to be shared in class.	Students prepare their group assignments.	Students' independent research.
28	15	2	AP	Final presentations: Group presentations on a new gastronomic route and its potential impact the Peruvian economy.	Students by groups present the project "New gastronomic route", listing and describing the main dishes, costs, experiences and their potential value to the customers.	Students' group presentations and discussion.
	16	2	AA	Final review.	Students prepare for the final exam.	All course notes and materials.
29	16	1	AP	FINAL EXAM	Students take a one hour test individually.	Evaluation.
Basic and supplemental mandatory reading:				[9] Pages: 1-3 [10] Pages: 1		

AA: autonomous learning
AP: contact learning

Methodology

In the first session, the instructor gives a general presentation of the course, syllabus, evaluation criteria, content, activities, learning resources, bibliographical references. An active methodology is used: students participate and are responsible for their learning through spaces of reflection, opinion and debate. The instructor provides to the students relevant concepts, examples, cases and pertinent information on course materials, activities, schedule and assignment guidelines. Students receive readings before class to study them ahead of time. In each session students share their ideas and discuss them in class, debates are held about readings and videos. Further learning is prompted by field trip around Cusco, Sacred Valley and South Valley, which allow students to explore directly traditional knowledge, dishes and history of gastronomic tourism; after each trip they have to write a report describing their personal experience.

Evaluation system

Grades for each type of evaluation and the final grade for the course are rounded to whole numbers. The final grade is the average of the continuous assessment, mid-term exam and final exam grades.

Nº	Type of evaluation	Weight
1	Continuous assessment	45%
2	Mid-term exam	25%
3	Final exam	30%

Continuous assessment (*)

Type of evaluation	Percentages	Description of disaggregated components of the evaluation			Week	Make-up evaluation
		Nº	Description	%		
Evaluation 1: Field reports	35%	1	Field trip to San Pedro / Vinocanchón markets.	20%	3	No
		2	Field trip to jungle cuisine restaurant.	20%	4	No
		3	Field trip to the towns of Oropesa, Saylla and Tipón.	20%	11	No
		4	Field trip to the towns of Lamay, Urubamba and Ollantaytambo.	20%	12	No
		5	Field trip "Street flavors".	20%	13	No
		TOTAL			100%	
Evaluation 2:	35%	1	Readings and participation in class.	35%	12	No

Readings and individual research		2	Individual essay about street flavors.	30%	13	No
		3	Individual presentation.	35%	13	No
		TOTAL			100%	
Evaluation 3: Final group project	30%	1	Group assignment.	50%	15	No
		2	Group presentation.	50%	15	No
		TOTAL			100%	

(*) Continuous assessment includes independent study activities.

General guidelines

1. Students who arrive more than 10 minutes late will be counted as absent.
2. No food is allowed in class.

Course specific rules

1. Professor will check attendance every hour of class during the first 5 minutes. Students are responsible for controlling their own absences. There is no option to register lateness; if a student is not present when the professor registers the attendance, he or she will be considered as absent.
2. Whenever students take an evaluation (for example exams), they will not be allowed to enter the classroom after the professor has distributed the exams. Plagiarism is an unquestionable violation of the academic integrity.
3. Students must participate in field trips wearing their USIL jackets and write an analytical report to be submitted until 24 hours after the activity.
4. If a student does not respect the disciplinary norms set by the professor, he/she may be asked to leave the classroom.

Attendance policy

Total percentage of permitted absences in language courses:	20%
Total percentage of permitted absences in other courses:	30%

Basic and supplemental mandatory reading

Basic mandatory reading:

1. PROMPERU. (2016) *Peruvian Gastronomy*. Retrieved on July 26th, 2017: <http://www.peru.travel/what-to-do/peru-of-today/food.aspx>
2. NOLL, Daniel. (2017) Peruvian Food: More than Just Ceviche. In: *Unconcerned Market*. Retrieved on August 15th, 2017: <https://unconcernedmarket.com/peruvian-food-more-than-just-ceviche/>
3. UMAMI INFORMATION CENTER. (2010). *Peruvian cuisine, The Tradition and Umami Rich Food*. Retrieved on July 24th, 2017: http://www.umamiinfo.com/images/stories/news/2010_11_peru/peruvian_report.pdf

Supplemental mandatory reading:

4. CORAZA MORVELI, Walter. (2012) Cuzco's Festive Dish, Chiriuchu. In: *Cusco eats: Food and Culture in the Andes*. Retrieved on July 13, 2017: <http://cuzcoeats.com/chiriuchu-2/>
5. DOS MANOS PERU. (2017) *Peru's Pisco Sour Day*. Retrieved on July 4th, 2017: <http://www.dosmanosperu.com/blog/perus-pisco-sour-day-2015/>
6. Rolando Vizcarra. (2017). Peru: Mistura 2017 Gastronomic Festival Now Open in Lima. In: *Andina, from Peru to the World*. Retrieved on 30th of October, 2017: <http://www.andina.com.pe/ingles/noticia-peru-mistura-2017-gastronomic-festival-now-open-in-lima-687694.aspx>
7. JACOBY, Enrique & Patricia MURILLO. (2012) Peruvian Native food. In: *World Nutrition, Journal of the World Public Health Nutrition Association* 3 (8): http://www.wphna.org/htdocs/2012_aug_wn4_commentary_food_peru.htm
8. CAHILL, David. (1999) The Inca and Corpus Christi: The Feast of Santiago in Colonial Cuzco. In: *Cuadernos del Centro de Estudios y Documentación Latinoamericanos*, N°5: http://www.cedla.uva.nl/50_publications/pdf/cuadernos/cuad05.pdf
9. FOOD AND AGRICULTURE ORGANIZATION OF THE UN. (2013) *Traditional High Andean Cuisine: Allin Mikuy / Sumak Mikuy*. FAO: <http://www.fao.org/docrep/018/i1466e/i1466e.pdf>
10. KIMANI, Rosemary & Claire ROUGER. (2017) 10 Unique Peruvian Drinks to Help You Have a More Local Experience. In: *Huffpost*. Retrieved in June 2017: https://www.huffingtonpost.com/rosemary-kimani-and-claire-rouger/10-unique-peruvian-drinks_b_9406402.html