

History, Socioeconomic Models, and Social Justice in Chile

LACB-3000 (3 credits)
Chile: Social Justice and Human Rights

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

COURSE DESCRIPTION

Chile's history of colonization, independence and building of its nation state follows the script of many other Latin American countries, with some notable exceptions. In this course students will learn of the Chile's aspirations for social justice throughout its history and how Chile was thrust into the world's headlines and the subsequent drastic political and economic shifts since the military coup of 1973. After the end of dictatorship in 1989, economic growth and political stability in Chile were hailed by the international business community and development agencies, but the aspiration for social justice was not achieved. With impressive macro-economic statistics, Chile became a showcase of the merits for neoliberal reform and a model of emulation for the rest of Latin America.

This course critically interrogates the complexities of the Chilean history, political system and the models of economic development that has led to the current crisis. Is Chile still an or ever was an economic model for emulation? We examine the legacies of human rights violations, the constitution, labor relations along with institutional continuities and discontinuities between dictatorship and civilian rule. The role and scope of education is studied. We explore the importance of new and not so new political actors and their demands for social justice in a country that continues to be polarized and segregated along political, generational, ethnic, and economic lines.

LEARNING OUTCOMES

Upon completion of this course students will be able to:

- *Interpret and discuss* the political continuities of the dictatorship in relation to contemporary socio-economic inequalities
- *Identify* the contradictions of economic growth through neoliberal reforms for diverse sectors and facets of the country, including the environment
- *Differentiate* the importance of new social movements and actors in challenging the economic and political foundations of the Chilean state
- *Analyze* community and collective based initiatives for direct action and social justice

Language of Instruction

This course is taught entirely in Spanish.

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of *a concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

Timely completion of all assignments is expected. Late submissions will be penalized. All assignments are evaluated according to organization, analytical quality, depth, argumentation, and presentation of evidence. Additional handouts with detailed information about the assignments and grading criteria will be made available closer to the due dates.

Timeline Exercise:

Students will be assigned a key historical, political, and economic moment in the history of Chile be required to do a brief written and oral presentation on it to be shared during the timeline exercise. Total: 20%

Essay on the Political Crisis, Economic Model, or Social Movements in Chile

Students will write an analytical and critical essay along with alternate media to explain a Political Crisis, Economic Model or Social Movement. Written essay-15%, Oral presentation-15%. Total: 30%

Reflection Papers

Individually, students will write two five-page essays reflecting on the information that is being shared and the experiences the students are having throughout the program. These reflections will require the students to explore how their previous knowledge, biases and assumptions are challenged and/or affirmed throughout the course and the implications of such exploration for their professional and personal growth. 10% per reflection. Total: 20%

Oral Exam

Oral defense and debate on collective based initiatives for direct action and social justice, conducted as a group. Total: 20%

Engaged Participation

Being present to the learning community with curiosity, inquisitive questions, and the sharing of analysis and thoughts; using voice and creating space for others'; analytical contributions to the final debriefing of the course, application of ethics in all engagements of the course, including site visits and excursions. Total: 10%

General Reading

In addition to readings, which will be assigned for each module, it is also the student's responsibility to keep up to date with current events. At a minimum, students are required to read one Spanish language weekly or one English Language weekly focused on Chile; it is also recommended that you read Chilean internet newspaper (perhaps alternating papers to get various perspectives) as well as a Sunday paper. It is advised that you watch a session of the news at least once a week, though this is in no way a substitute for keeping up with the print media. Familiarity with current events and a working knowledge of today's political and economic issues will be assumed in this seminar.

Assessment

Timeline Exercise	20%
Essay	30%
Reflection Papers	20%
Oral Exam	20%
Participation	10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program. Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale:

The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up

with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.

- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.*

The course approach will be integrative, participatory, and experiential, and will aim to develop a political and historical understanding of the impact of socio-economic change. Please note that session topics may change in order.

Session 1: Models of Development in Contemporary Chile

Required Readings:

Guillén, A. (2008). Modelos de desarrollo y estrategias alternativas en América Latina. América Latina y desarrollo económico. Madrid, España: Editorial Akal.

Costa, A. (2010). El Buen Vivir en el camino del Post-desarrollo: Una lectura desde la Constitución de Montecristi". Policy Paper, Fundación Friedrich Ebert, FES-ILDIS.

Session 2: Environment

Required Reading:

Visiones de Desarrollo Sustentable hacia un Chile 2050, Acción RSE. Retrieved from <http://accionempresas.cl/wp-content/uploads/2017/08/estudio.pdf>

Session 3: Student Movement

Required Reading:

Jackson, G. (2012). Con Atria en la mochila: Presentación del libro La Mala Educación. Ideas que inspiran el Movimiento Estudiantil. Retrieved from <https://ciperchile.cl/2012/06/11/%E2%80%99Cla-mala-educacion-ideas-que-inspiran-al-movimiento-estudiantil-en-chile%E2%80%99D/>

Delamater, J. (2015). Handbook of Social Movements across Latin America, 376. Se necesitan dos para bailar tango: estudiantes, partidos políticos y protesta en Chile, 2005-2013 <https://doi.org/10.1007/978-94-017-9912-6>

Session 4: Labor Rights

Required Reading:

Durán, G., & Gálvez, R. (2016). Sindicatos pulverizados. Panorama actual y reflexiones para la transformación. *Ideas Para El Buen Vivir*, 7.

Session 5: Feminist Movement

Lara, C. P. (2020). El movimiento feminista estudiantil chileno de 2018: Continuidades y rupturas entre feminismos y olas globales. *Izquierdas*, 49:1554-1570

Garita, N., Larrondo, M., Ponce, C., Manzano, V., Leibe, L. M., López, B. R., ... Ponce, C. (2019). *Activismos Feministas Jóvenes En América Latina. Activismos feministas jóvenes*. Retrieved from <https://doi.org/10.2307/j.ctvt6rkfs.5>

Session 6: Discourses of Violence in Chile

Beyer, N. (2019). ¿La encarnación de una exigencia contradictoria? Algunas reflexiones en torno a la violencia policial. In K. Araujo (ed) *Hilos Tensados, Para leer el octubre Chileno*, (pp. 353-368). Santiago: Editorial USACH.

Trumper, R. (1999). "Healing" the Social Body: Silence, Terror, and (Re) Conciliation in Neoliberal Chile. *Alternatives*, 24(1), 1-37.

Session 7: Community Development in Chile

Required Reading:

Cortés, A. (2014). El movimiento de pobladores chilenos y la población la Victoria: Ejemplaridad, movimientos sociales y el derecho a la ciudad. *Eure*, 40(119), 239–260. <https://doi.org/10.4067/S0250-71612014000100011>

Session 8: Migration

Required Readings:

Pedemonte, N. R., Amode, N., & Rencoret, J. V. (2015). Racismo y matrices de inclusión de la migración haitiana en Chile: elementos conceptuales y contextuales para la discusión Polis, Revista Latinoamericana, Volumen 14, Nº 42, 2015, p. 217-245

Pedemont, N. R., & Lobos C. (2017). Nuevos flujos y contextos migratorios en el Chile actual. Antecedentes, dinámicas y caracterización. Migración y Desarrollo en Iberoamérica. Madrid: Organización Internacional para las Migraciones OIM-España y Secretaria General Iberoamericana SEGIB. 316-347.

Session 9: The Struggle Against the Violation of Human Rights

Required Reading:

De la memoria suelta a la memoria emblemática: Hacia el recordar y el olvidar como proceso histórico (Chile, 1973-1998) Artículo en línea.

Visit Parque por la Paz. Ex Centro de Torturas. Villa Grimaldi

Session 10: Chilean-Mapuche State Conflict

Required Reading:

Pairican, F. (2014). Malon. La Rebelión del Movimiento Mapuche 1990-2013. Chile: Pehuén.

Session 11: Closing session course

(Analysis and debriefing through intensive group work)

ADDITIONAL READINGS:

Gundermann, H. (2005). Comunidad aymara y conflicto interno sobre la tierra en la región de Tarapacá-Chile. *Cuadernos Interculturales*, 3(5), 43-66.

Latorre, J. I., & Pedemonte, N. R. (2016). El conflicto forestal en territorio mapuche hoy. *Ecología política*, (51), 84-87.

Miranda, S. G., Rouviere, L., & Ovando, C. (2008). De “Aymaras en la frontera” a “Aymaras sin fronteras”. Los gobiernos locales de la triple-frontera andina (Perú, Bolivia y Chile) y la globalización. *Diálogo Andino-Revista de Historia, Geografía y Cultura Andina*, (31), 31-46.

Pilquimán, M. (2016). El turismo comunitario como una estrategia de supervivencia: Resistencia y reivindicación cultural indígena de comunidades mapuche en la Región de los Ríos (Chile). *Estudios y perspectivas en turismo*, 25(4), 439-459.