

Quality and Equity of Human and Social Rights

LACB-3005 (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

This course offers a broad introduction to human and social rights. The course delves into both the challenges and achievements in human and social rights in Chile. The course will study the shifts in cultural values from the dictatorship onwards and explore along the community responses and struggles for social justice. Education, as a right, will be explored from decolonial indigenous worldviews to limited access and quality for vulnerable populations. Students will also learn about indigenous land, territorial and identity rights sought by the Mapuche people in southern Chile. Students will learn from local LGBTQI+ groups and community empowerment efforts in Valparaíso, Santiago and Buenos Aires, Argentina. This course will confront stark inequities and learn from voices of dissent that are challenging the status quo.

STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

- *Compare and contrast* the challenges and achievements of human rights in the last 50 years of Chile's history.
- Examine the access to education as a human right and efforts to decolonize education in both the Chilean and Argentinian context.
- *Analyze* the transition from dictatorship to democratic institutions and how this process forged new forms of subjectivities and cultural practices to promote social justice.
- *Appraise* the importance of re-emerging collective values and solidarity and their potential for these practices to deepen a more just democratic governance.
- *Discuss, compare, and analyze* issues of equity, human rights, and social justice in the larger Latin American context.

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 hand-ins will be penalized in accordance to SIT policies. All assignments are evaluated according to organization, analytical quality, depth, argumentation, and presentation of evidence. Detailed handouts with instructions and grading criteria will be made available closer to assignment due dates.

Online Rights Exercise: Students will choose one or two articles from the Universal Declaration of Human Rights and research the application of those human rights in Latin America. Students will be required to do a brief written and oral presentation of their research to be shared during the online portion of the program. (10%)

Community Empowerment/Agency Paper and Presentation: Students will be required to prepare a brief on a community initiative, or organization promoting human rights and social justice. This is to be shared with the other participants. These short papers must include background information, descriptions and an evaluation of the initiatives' effectiveness and must be written to be shared with others, and also presented orally. (Papers-10%, Oral Presentation 10%. Total 20%.)

Excursion 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. One reflection paper will be written about the Mapuche experience in Temuco and the other after the educational excursion to Buenos Aires. 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. (15% per reflection = 30% total.)

Final Project:

Each student will choose a final project for this course that examines a topic related to human rights and/or social justice. The final project must be approved by the instructor and may take the form of a short research paper or a polished presentation based on research. (30%)

Participation:

Every student is expected to join all online sessions, do all assigned readings and share notes and/or reflections as indicated by instructors. Participants will be prepared to discuss assigned readings, to listen attentively to any lectures, to seek to understand the perspectives of their peers, to share thoughts and opinions about the topics of the course, and to otherwise engage in healthy exploration of the course themes in order to contribute to the collective learning of the group. (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.

Online Rights Exercise	10%
Community Empowerment/Agency Assignment	20%
Excursion Reflection Papers	30%
Final Project	30%
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.*

This course will be delivered in three modules as described below. It will be taught by different Chilean and Argentinian academics and in different locations. The methodological approach will be vary depending on the lecturers. Students are encouraged to ask questions and be part of discussions. Moreover, site visits and excursion are part of the program's transdisciplinary approach to learning and should be reflected in assignments.

MODULE 1:

ONLINE: HUMAN RIGHTS IN LATIN AMERICA

Session 1 & 2: The Universal Declaration of Human Rights
 The Situation of Human Rights in Latin America Today

Required Reading:

United Nations. (2011). Frequently asked questions on economic, social and cultural rights. Geneva: Office of the United Nations High Commissioner for Human Rights.

Universal Declaration of Human Rights

https://www.ohchr.org/en/udhr/documents/udhr_translations/eng.pdf

Session 3 & 4: Responses to Human Rights Violations in Chile An Introduction to Initiatives for Social Justice in Chile

Required Reading:

Cymant, P. (2012). Synthesis of: The advocates for human rights, Discover human rights, A human rights approach to social justice training manual, July 2011. Unpublished program material. Buenos Aires: SIT. (available in e-reserve)

MODULE 2:

CULTURAL AND SOCIAL LIFE IN POST-DICTATORIAL CHILE

Session 1: Chile Today, Part I

Required Reading:

Oxhorn, P. (1994). Where Did All the Protesters Go?: Popular Mobilization and the Transition to Democracy in Chile. *Latin American Perspectives*, 21(3), 49-68. Retrieved February 13, 2020, from www.jstor.org/stable/2633665.

Session 2: Chile Today, Part II

Required Readings:

Iglesias Vázquez, M. (2015). Lo social y lo político en Chile: Itinerario de un desencuentro teórico y práctico. *Izquierdas* (22), 227-250. <https://dx.doi.org/10.4067/S0718-50492015000100010>

PNUD. (2015). Informe sobre Desarrollo Humano en Chile 2015. Los tiempos de la politización. <https://doi.org/10.1111/1467->

Session 3: The Chilean Political System

Required Readings:

Luna, J. (2017). En vez del optimismo. Crisis de representación política en el Chile actual. Santiago: Catalonia.

Capítulo 2. Por qué la élite política no puede entender lo que quiere la sociedad (pp. 38-44).

Capítulo 4. Por qué usted puede estar ayudando a la crisis de nuestra democracia (pp. 52-58).

Session 4: Education as a Human Right

Required Readings:

Feldfeber, M. y Gluz, N. (2011). Las políticas educativas en Argentina: herencias de los '90, contradicciones y tendencias de "nuevo signo." Párrafos seleccionados. *Educação & Sociedade*, 32(115), 339-356.

Retrieved from <http://www.scielo.br/pdf/es/v32n115/v32n115a06.pdf>

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. (2007). *Educación de calidad para todos: Un asunto de derechos humanos*. Santiago: OREALC/UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0015/001502/150272s.pdf>

Session 5: Gender

Required Readings:

Alcayaga, R., et al. (2017). Feminismo, Género y Neo-Liberalismo: Introducción. Revista Faro, 1.25. Facultad de Ciencias Sociales, Universidad de Playa Ancha Valparaíso, Chile, pp 1-5.

Hurtado, V. e Infante, M. (2016). "10 años: de discurso y transcurso del estar de las mujeres, Corporación Humanas".

Lamas, M. (1996). La perspectiva de género. Revista de Educación y Cultura de la sección, 47, 216-229.

Session 6: Inequality

Required Readings:

Gajardo, J. (2019). Viabilidad y vulnerabilidad del modelo rentista-exportador de Chile. Retrieved February 13, 2020, from <https://werkenrojo.cl/viabilidad-y-vulnerabilidad-del-modelo-rentista-exportador-de-chile/>

OCDE (2015) Todos Juntos ¿Por qué reducir la desigualdad nos beneficia? ...en Chile. Retrieved February 13, 2020, from <https://www.oecd.org/chile/OECD2015-In-It-Together-Highlights-Chile.pdf>

MODULE 3: INDIGENOUS RIGHTS, CULTURE AND COSMOVISION

This module focuses on the struggle for cultural identity and social survival undertaken by different indigenous cultures and ethnicities in Chile. It considers an ethnographic approach to indigenous health, religion, education, gender and cultural resistance to colonization. This module is a central component of the excursions to the south of Chile. (Program to be provided before excursion).

Required Readings:

Caniqueo, S. (2013). Dictadura y pueblo Mapuche 1973-1978. Reconfiguración del colonialismo chileno. *Revista de Historia Social y de las Mentalidades*, 17.1 pp. 87-130.

Pairicán Padilla, F. (2014). Malón: la rebelión del movimiento mapuche 1990-2013 Pehuén: Chile. pp.13-32.

Tricot, V. (2014). Derechos indígenas en Chile ¿Voluntad política o resultado de movilización indígena?". En *Protestas necesarias para derechos imprescindibles. Acción colectiva y legislación favorable a los pueblos indígenas en América Latina*. Alemania: Editorial Dictus Publishing.

MODULE 4: HUMAN RIGHTS AND SOCIAL JUSTICE, AN ARGENTINE PERSPECTIVE

Required Readings:

Sikkink, K. (2008). "From pariah state to global protagonist: Argentina and the struggle for international human rights." *Latin American Politics and Society*, 50 (1), 1-29.

Ministerio de Educación de la Nación. Dirección Nacional de Políticas Socioeducativas. (2009). *Las Políticas Socioeducativas*. Buenos Aires: Gobierno de Argentina. Retrieved from http://www.me.gov.ar/dnps_revista/indice.htm