Course Syllabus

Course Description
This course examines the societal and cultural changes undergone in Chile in the context of the military dictatorship and the post-dictatorial political order. It focuses on old and new forms of subjectivity and socio-cultural practice emerging as consequence and response to hegemonic political and economic discourses. The course provides a broad background on cultural values and antagonisms addressing those aspects of society that are being excluded and marginalized in terms of class, gender, youth and indigenous communities. The course also seeks to understand the cultural influence and impact of political violence in the production of subjectivity and culture during the dictatorship.

Course Objectives
- To provide students the background on cultural values and discourses, considering the impact of inequality and political violence on community life.
- To develop a basic conceptual and practical understanding of contemporary society in Chile.
- To gain an understanding of cultural aspects associated to the transition from dictatorship to democracy.
- To identify the role and contribution of ethnicity and indigenous communities to the creation of contemporary Chilean culture and politics.
- To consider issues of kinship, community, gender, and sexuality in the shaping of Chilean culture.
- To provide scholarly tools to process and critically analyze cultural discourses and practices in Chile.

Learning Outcomes
By the end of the course, students should be able to:
- Identify, describe and apply country-specific knowledge regarding cultural identity, differences and practices in Chile.
- Describe and analyze the ways culture is shaping social relations and relates to the political and
economic order.

- Identify, name and describe the social, political and cultural forces shaping contemporary Chilean democracy.
- Identify, describe and compare the scholarly approaches to study culture and society in Chile.
- Examine the ways cultural and social attributes contribute to greater inclusion and social recognition.
- Articulate how the transition from dictatorship to democratic institutions has forged new forms of subjectivity and cultural practice.
- Analyze the importance of old and emerging relationships based on collective values and solidarity and the potential for these practices to deepen democratic governance.
- Assess the relevance of *sui generis*, usually neglected and localized ways of social organization and different value systems for the construction of more equitable and democratic conditions for society at large.

**Language of Instruction**

This course is taught entirely in Spanish.

**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 two modules as described below. The methodological approach will be integrative, participatory and experiential, and will aim to develop an academic understanding of the impact of culture in Chilean society.

**Module 1: Cultural and Social Life in Post-Dictatorial Chile**

This module considers different aspect of cultural identity and social life in the context of the process of modernization brought about by political and economic changes, including kinship, class, gender, youth and community.

**Required Readings**

Dávila, Oscar, “Transiciones a la vida adulta: Generaciones y cambio social en Chile”, Última Década CIDPA, N° 37, Diciembre 2012

Mayol, Alberto “Chile Actual o la agonía de un mito”. Chile Actual: Análisis del año 2012. Departamento de Sociología, Universidad de Chile, 2013

Pérez Soto, Carlos “40 años del modelo neoliberal”, Seminario, Alemania, 2013


Other Readings:


Castiglioni, R. Chile: Elecciones, Conflict e incertidumbre REVISTA DE CIENCIA POLÍTICA / VOLUMEN 34 / N° 1 / 2014 / 79 – 104


Goicovic, I. (2000). Del control social a la política social. Las conflictiva relación entre jóvenes populares y el Estado en la historia de Chile. Última Década, 8(12), 103-123.


Module 2: Indigenous Culture and Cosmovision

This module focuses on the struggle for cultural identity and social survival undertaken by different indigenous culture 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 North and South of Chile.

Required Readings:


Other Readings:


Tricot, T. (2013) Autonomía el movimiento mapuche de resistencia. Editorial Ceibo, Chile
**Evaluation and Grading Criteria**

Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of absolute quality of performance, progress made, the ability to take into account and assimilate the Academic Director’s and the teachers’ advice in assessing the work done. An “A” letter grade reflects exceptional work, perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well-argued paper. A “B” letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A “C” letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A “D” letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

**Description of Assignments:**
Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation and presentation of evidence.

**Assessment:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Critical analysis</td>
<td>30%</td>
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<tr>
<td>Written Exam</td>
<td>30%</td>
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<tr>
<td>Oral Exam</td>
<td>30%</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
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</tbody>
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**Grading Scale:**

- 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

**Expectations and Policies**

- **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.** You should keep in mind that the lecturers are often very busy professionals who honor us by coming to speak.
- **Comply with academic integrity policies.** No plagiarism or cheating, nothing unethical.
- **Respect differences of opinion.** This includes the opinions of classmates, lecturers, and local constituents that you interact with during visits. You are not expected to agree with everything you hear, but you are expected to listen across differences and consider other perspectives with respect.
Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at http://studyabroad.sit.edu/disabilityservices.