Course Description
Chile is a country that has undergone a number of drastic and diverse economic and political changes 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 economic agencies as a model to follow for the rest of Latin America and the world. This course attempts to describe and critically interrogate this process by looking at the impact that the Chilean political system and the neoliberal model of economic development has had on the standards of living and quality of life of most Chileans. It addresses political issues related to Human Rights violations, the character of the political Constitution, labor relations and the environment. The course further explores the institutional continuities and discontinuities between dictatorship and democracy.

Course Objectives
- To promote an understanding of how political violence and Human Rights violations played a major role in defining economic and political developments in Chile.
- To grasp the nuanced manner in which political changes and the organization of the Chilean State is linked to economic development.
- To identify historically the mayor characteristics and applications of the neo-liberal economic model in Chile.
- To consider the impact of economic change on the increasing social inequality of Chilean society.
- To study and understand community and collective based initiatives to resolve issues of social justice and environmental problems.

Learning Outcomes
By the end of the course, students should be able to:
- Explain how political violence by the State has historically and presently shaped the socio-economic and political development in Chile during the last thirty years.
- Identify, describe and analyze issues of the state, economy and social inequality in
Chile.
• Identify, describe and evaluate various theories of socioeconomic development.
• Obtain and utilize country-specific knowledge regarding local efforts for social justice at the economic level as well as in relation to Human Rights.
• Articulate major issues related to Chilean political and economic models and the different community response to them, particularly indigenous communities in Chile.
• Identify the mayor political forces and parties and their proposals for socio-economic development.
• Identify the impact of socio-economic development on the environment.

Course Modules
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 a political and historical understanding of the impact of socio-economic change.

Module 1: Human Rights and Political Economy in Chile
This module focuses historically on issues of Human Rights, socio-economic development and state formation, considering issues related to the environment, education, labor and community relations in the context of ongoing processes of modernization.

Required Readings
Guillen, Arturo “Modelos de desarrollo y alternativas en América Latina”.2007
Visiones de Desarrollo Sustentable hacia un Chile 2050, Acción RSE
Jackson, Giorgio, “Con Atria en la mochila” Presentación del libro La Mala Educación. Ideas que inspiran el Movimiento Estudiantil. Ciper Chile, 2012.
Cortés, A., El movimiento de pobladores chilenos y la población La Victoria: ejemplaridad, movimientos sociales y el derecho a la ciudad. EURE vol.40 no.119 Santiago ene. 2014
Rojas, N, Silva, C. La Migración en Chile: Breve reporte y caracterización. Informe OBIMID, Agosto 2016
Stern S. De la memoria suelta a la memoria emblemática: Hacia el recordar y el olvidar como proceso histórico (Chile, 1973-1998), 2007

**OTHER READINGS**


Democracy and Student Discontent: Chilean Student Protest in the Post-Pinochet Era, in: Journal of Politics in Latin America, 7, 3, 49–84.


García, M., El impacto del caso Pinochet en Chile. en www.ips-dc.org/projects/legalscholars/garcia.PDF


Module 2: Nation-state, Economy, and Indigenous Communities in Chile
This module focuses on issues of colonization and social justice among indigenous communities in Southern and Northern Chile, considering issues of economic and political organization as strategies responding to ongoing processes of economic and political colonization by the State. This module is a central component of the excursions to indigenous communities in Northern and Southern Chile.

REQUIRED READINGS:


Nahuelpan, H. Formación colonial del Estado y desposesión en Gulumapu, Ediciones comunidad de historia mapuche. 2013


OTHER READINGS:


Toledo Llancaqueo, V., “Las obligaciones de derechos humanos y la “respuesta global” a los asuntos indígenas”. Centro de Políticas Públicas y Derechos Indígenas, Febrero de 2008 www.politicaspublicas.cl


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 newspapers (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.

Grading Scales and 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.

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.

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<td>Text analysis</td>
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<td>Written Exam</td>
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Oral Exam 30%
Class Attendance and Participation 10%

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

Please see 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.

Please Note: Course contents, lecturers, and readings may be modified as needed. Should any change of class topics or lecturers may be necessary, student will be promptly notified.