

Culture and Society in Contemporary Chile

LACB-3000 (3 Credits / 45 hours)

SIT Study Abroad Program:
Chile: Cultural Identity, Social Justice, and Community Development

PLEASE NOTE: This syllabus is representative of a typical term. 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 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 aspects 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

Barozet, E “*Entre la urna las redes sociales y la calle. Las relaciones entre movimientos sociales y partidos políticos en el Chile democrático*”. 2016 LOM, Chile.

Thayer, Eduardo “*Consolidación de la crisis institucional: el fin de la gran estafa*”. Chile Actual: Análisis del año 2012. Departamento de Sociología, Universidad de Chile, 2013

PNUD, *Los tiempos de la Politización*. Informe de Desarrollo Humano en Chile, 2015, Programa de Naciones Unidas para el Desarrollo.

Huepe, Mariana, “Globalización económica y la necesidad de una política industrial en Chile”, 2013, CIPER

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

Vargas, Miguel, “¿Si somos más ricos, por qué debe importarnos la desigualdad?”, 2015, CIPER Chile Chile

Alcayaga R, de Armas T, Fiedler S, Mardones M, Venegas C: *Feminismo, Género y Neo-*

Liberalismo: Introducción, Revista Faro Vol. 1. Nº25 (I Semestre 2017) – Presentación Págs. 1-4. Facultad de Ciencias Sociales, Universidad de Playa Ancha Valparaíso, Chile

Hurtado, V e Infante M, *10 años: De discurso y transcurso del estar de las mujeres*, Corporación Humanas, 2016

Lamas, M, La perspectiva de Género, Revista de Educación y Cultura Sección 47

Córdoba M, Tijoux M: *Racismo en Chile: colonialismo, nacionalismo, capitalism*. Polis Revista Latinoamericana 42 | 2015.

Consejo de Monumentos Nacionales, Convenciones Internacionales sobre Patrimonio Cultural, Segunda Serie, Nº 20, 2009. Cuadernos del Consejo de Monumentos Nacionales.

Harvey, David; *Ciudades Rebeldes*; AKAL 2013. (pag 10-50), *Sobre Derecho a la Ciudad*.

Sugranes, Ana, otros; *Ciudad para Tod@s*; HIC 2012. *Sobre Derrotas y Conquistas en el ejercicio del derecho a la ciudad* (pag 183-192)

Rodríguez, Alfredo, otros; *Con Subsidio Sin Derechos*; Sur 2015. *Familias desplazadas del Centro Histórico a la Periferia de Talca* (pag 95-113)

Siavelis, P. (2001). Chile: las relaciones entre el poder ejecutivo y el poder legislativo después de Pinochet. En J. Lanzaro & M. Novaro (Eds.), *Tipos de presidencialismo y coaliciones políticas en América Latina* (pp. 203-241). Buenos Aires: CLACSO-Consejo Latinoamericano de Ciencias Sociales.

OTHER READINGS:

Aguilera, O., “Los estudios sobre juventud en Chile: Coordinadas para un Estado del Arte, *Ultima Década*, Vol. 17, Nº 31, 2009, pp. 109-127.

Agger, I. y Buus, S. *Trauma y cura en situaciones de terrorismo de Estado (Derechos humanos y salud mental en Chile bajo la dictadura militar)*, CESOC: Santiago. 1996

Brunner, J. J., *Un espejo trisado. Ensayos sobre cultura y políticas Culturales*, FLACSO, Santiago de Chile, 1988.

Castiglioni, R. *Chile: Elecciones, Conflicto e incertidumbre* REVISTA DE CIENCIA POLÍTICA / VOLUMEN 34 / Nº 1 / 2014 / 79 – 104

Catalán, C. y Torche. P., *Consumo cultural en Chile. Miradas y perspectivas*. Santiago, Chile. 2005.

Carrasco, E. & Negrón, B., *La cultura durante el período de la transición a la democracia 1990-2005*. Universidad de Valparaíso, Chile, 2005.

Fiedler, S., “Nuestro devenir *Cisarro*: políticas minoritarias y violencias en el Chile de la Concertación”, Nelly Richard (Ed.) *Coloquios, Trienal de Chile 2009*, Consejo de la Cultura y las Artes, 2010, p. 275

Errázuriz, L. H. "Dictadura militar en Chile: Antecedentes del golpe estético-cultural", *Latin American Research Review*, Vol. 44, N° 2, 2009, pp. 136-157.

Gaviola, E. y S. Palestro, *Una historia necesaria. Mujeres en Chile: 1973-1990*. Santiago de Chile, 1994.

Goicovic, I. "Del control social a la política social. Las conflictiva relación entre jóvenes populares y el Estado en la historia de Chile", *Ultima Década*, V. 8, N° 12, 2000, pp. 103-123.

Gómex-Barris, M., *Where Memory Dwells: Culture and State Violence in Chile*, Berkeley, University of California Press, 2009.

Hinte, H., "Voces soterradas, violencias ignoradas: Discurso, violencia política y género en los informes Rettig y Valech", *Latin American Research Review*, Vol. 44, N° 3, 2009, pp.50-74.

Herrera, S. y E. Valenzuela, "Matrimonios, separaciones y convivencias", en J.S. Valenzuela, E. Tironi y T. R. Scully (Eds.), *El eslabón perdido: familia, modernización y bienestar en Chile*, Santiago de Chile, Taurus, 2006, p. 258.

Kirkwood, J., *Ser política en Chile. Las feministas y los partidos políticos*. FLACSO. Santiago de Chile, 1996.

Kirmayer, J.C, R. Lemelson and M. Barad, *Understanding Trauma, Integrating Biological, Clinical, and Cultural Perspectives*, Cambridge University Press, Cambridge, 2007.

Larrain, J., *Identidad Chilena*, Capítulo 7, Santiago de Chile, LOM, 2001.

Thumala, M.A., *Riqueza y Piedad: el catolicismo de la elite económica chilena*, Capítulo 2, Santiago de Chile, Debate, 2007.

Module 2: Indigenous Culture and Cosmvision

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:

Aravena A., "La identidad indígena en los medios urbanos. Procesos de recomposición de la identidad étnica mapuche en la ciudad de Santiago", en G.Boccaro & S.Galindo Eds., *Lógica mestiza en América*, Temuco: Instituto de Estudios Indígenas, U. de La Frontera, 2000.

Bengoa J., *Historia del pueblo mapuche, Siglo XIX y XX*, Santiago, SUR, 1985.

Calfio M. & Jiménez M., *Juventud mapuche urbana. Un acercamiento a la configuración de su identidad étnica*, Tesis para optar al título de Asistente Social, Universidad Tecnológica Metropolitana, Santiago. 1996.

Carrasco, A.M., "Constitución de género y ciclo vital entre los aymarás contemporáneos del norte de Chile", *Chungará*, Vol. 3, N° 1, Junio, 1998, pp. 87-103.

Namuncura Nueva constitución y pueblos indígenas, Editorial Pehuen. (2016)

Hugheney D. & Marimán P., *Acerca del desarrollo y la diáspora mapuche*, Temuco, Instituto de Estudios Indígenas, U. de la Frontera, 1995.

Tricot, T. (2013) "Autonomía. 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:

Text analysis	30%
Written Exam	30%
Oral Exam	30%
Class Attendance and Participation	10%

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>.