



## **Socioeconomic Development in Chile**

LACB-3005 (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**

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

Costa, Alberto, “El Buen Vivir en el camino del post-desarrollo Una lectura desde la Constitución de Montecristi”. Policy Paper, 2010. Fundación Friedrich Ebert, FES-ILDIS

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.

Bidegain G, von Bülow M Ponte 13. *Se necesitan dos para bailar tango: estudiantes, partidos políticos y protesta en Chile, 2005-2013*. Movimientos Sociales en América Latina Perspectivas, Tendencias y Casos. CLACSO 2017, pp313-340

Durán, G, Galvez, R, *Sindicatos Pulverizados, Panorama Actual en Chile y Reflexiones para la Transformación*. Ideas para el Buen Vivir N°7, Fundación Sol, abril 2016

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

Bossay, Claudia, “Cineastas al rescate de la memoria reciente chilena”, Revista de la Asociación Argentina de Estudios de Cine y Audiovisual, N° 4.

Stern S. De la memoria suelta a la memoria emblemática: Hacia el recordar y el olvidar como proceso histórico (Chile, 1973-1998), 2007

Pairican, F, “*Malon. La Rebelión del Movimiento Mapuche 1990 -2013*”, Pehuén, 2014, pp. 19 – 32.

## OTHER READINGS

Altieri, M. y Alejandro Rojas, “La tragedia ecológica del “milagro” neoliberal chileno”, *Persona y Sociedad*, ILADES, 1999, pp.127-141.

Claude, M., *Las Miserias del desarrollo chileno (una mirada desde la sustentabilidad)*, en P: Drake y I. Jaksis, *El Modelo Chileno. Democracia y desarrollo en los noventa*, LOM: Santiago, 2010, pp.155- 167.

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

Donoso, S., “Política Educativa en Chile 1990- 2004: El Neoliberalismo en crisis”, *Estud. pedagóg.*, 31 n.1 Valdivia. 2005

Drake, P., “El Movimiento Obrero en Chile: desde la Unidad Popular a la Concertación”, *Revista de Ciencia Política*, XII, N° 2, 2003, pp. 148-158.

Ensalaco, M., 1994. “In with the New Out with the Old? The Democratizing Impact of Constitutional Reform in Chile”. *Journal of Latin American Studies* 26, 2, 1994, pp. 409-429.

García, M., El impacto del caso Pinochet en Chile. en [www.ipsdc.org/projects/legalscholars/garcia.PDF](http://www.ipsdc.org/projects/legalscholars/garcia.PDF)

Garretón, M. A., “Sociedad y Política en el Chile del Terremoto”, *Revista Mensaje*, Marzo-Abril, 2010.

Jaksic, J., “The Legacies of Military Rule in Chile.” *Latin American Research Review*, Vol. 28, no 1, 1993, p. 258-269.

Loveman, B., “¿Misión Cumplida? Civil Military Relations and the Chilean Political Transition”, *Journal of Interamerican Studies and World Affairs*, Vol. 33, Fall 1991, pp. 35-74.

Moulian, T., “La Crisis de la Izquierda”, in *Chile 1973-198?*, M. A. Garretón et al, eds., Facultad Latinoamericana de Ciencias Sociales, Santiago, 1983, pp. 301-316.

Oxhorn, P., “Understanding Political Change after Authoritarian Rule: The Popular Sectors and Chile’s new Democratic Regime.” *Journal of Latin American Studies*, Vol. 26, no 3, 1994, pp. 737-759

Pollack, B. and H. Rosenkranz, “Political Strategies and Mobilization in Chile, 1963-1973”, in *Mobilization and Socialist Politics in Chile*, B. Pollack, ed., Monograph Series no. 9. Liverpool: Centre for Latin American Studies, The University of Liverpool, 1980.

Raczynski, D., ‘*Estado de Bienestar*’ y *Políticas Sociales en Chile: Origen, Transformaciones y Perspectivas*. Documento para comentarios. Santiago de Chile: Centro de Estudios de Planificación Nacional, 1991.

Riquelme, S. & E, Barilari y C. Sepulveda., "Equidad y salud desde una perspectiva de género". *Cuadernos Médico-Sociales*, 38, 1997, pp. 55-65.

Rojas A. y F. Sabatini, "Conflictos ambientales en Chile: aprendizaje y desafíos", *Revista Ambiente y Desarrollo*, XIX, N° 2, 2003, pp. 22-30.

Rozas, M. P., Evolución del gasto social en Chile. In: *El Modelo Económico Chileno* (D. Wisercarver, org.), pp. 171-225, Santiago: Centro Internacional para el Desarrollo Económico, 1992, pp. 172-225.

Schmitter, P. C., "La consolidación de la democracia y la representación de los grupos sociales". *Revista Mexicana de Sociología*, 3, 1993, pp. 3-31.

Tironi, E., "Solo Ayer Éramos Dioses", in *La Torre de Babel, Ensayos de Crítica y Renovación Política*, E. Tironi, (Ed.), Santiago, SUR, 1984, pp. 17-23.

## **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:**

Marimán, J. Autodeterminación. Ideas políticas Mapuche en el albor del Siglo XXI. Chile: LOM Ediciones. 2012

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

Valenzuela, R. "Inequidad, ciudadanía y pueblos indígenas en Chile". CEPAL: Santiago de Chile, 2003, pp. 3-38.

### **OTHER READINGS:**

Diáz Araya, A. "Aymaras, peruanos y chilenos en los Andes ariqueños: Resistencia y conflicto frente a la chilenización del norte de Chile", *Revista de Antropología Iberoamericana*, Vol. 1, N° 2, 2006, pp. 296-310.

Gundermann, H, y H Gonzales. "Pautas de Integración regional, migración, movilidad y redes sociales en los pueblos indígenas de Chile", *Revista Universum*, Vol. 1, N° 23, 2008, pp. 82-115.

Hernández, I. *Autonomía o Ciudadanía Incompleta. El Pueblo Mapuche en Chile y Argentina*, CEPAL-Pehuen, 2003.

Moraga R. J. *Aguas turbias.- La central hidroeléctrico Ralco en el Alto Bío Bío*. Santiago de Chile, Observatorio Latinoamericano de Conflictos Ambientales (OLCA). 2001.

Morales, R. (Ed.), *Ralco.- Modernidad o Etnocidio en Territorio Mapuche*. Temuco, Instituto de Estudios Indígenas, 1998.

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](http://www.politicaspUBLICAS.cl)

Toledo Llancaqueo, V., Chile, El mundo indígena IWGIA Grupo Internacional de Trabajo sobre Asuntos Indígenas, Copenhague 2008, pp. 223-237.

Zapata, C., "Desplazamientos teóricos y proyectos políticos en la emergente historiografía mapuche y aymara", *Estudios de Filosofía Práctica e Historia de las Ideas*, N° 9, Diciembre 2007, pp. 169-180.

### **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.

Text analysis	30%
Written Exam	30%

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](mailto: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.