

Culture and Society in Contemporary Chile

LACB-3000 (3 credits)

Chile: Cultural Identity, Social Justice, and Community Development

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 Chilean society, politics, and culture. It delves into local, historic, and political specificities that determine social relations, subjectivities, and identities through various case studies such as Valparaíso, cultural patrimony, memory, and conceptions of gender. Shifts in cultural values from the dictatorship onwards are explored along with decolonial indigenous worldviews that resist and acculturate to “Chilenización.” Community life and the challenges of survival are contextualized within stark inequity and the imposition of neoliberal values of competition and individuality. Mainly, the course questions the homogeneity imposed by the Chilean state and emphasizes dissenting voices, subjectivities, and identities that comprise its vast narrow territory.

Learning Outcomes

Upon completion of the course, students will be able to:

- Regional specific knowledge regarding cultural identity, differences, and practices in Chile
- Comprehension of the transition from dictatorship to democratic institutions and how this process forged new forms of subjectivities and cultural practices
- Greater awareness of the importance of old and emerging relationships based on collective values and solidarity and their potential for these practices to deepen democratic governance

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.

1) Critical Analysis and Embodied Learning Essays (30%)

Two short essays analyzing required course texts along with the incorporation of experiential learning and alternate media from the local context

2) Take Home Exam (30%)

Short essays on the themes of the course considering academic texts, lectures, and site visits

3) Free Form Art Assignment and Presentation (30%)

Selection of a concept, argument, theory of the required text and creative response along with write up and oral presentation

4) Participation (10%)

This includes active involvement in lectures, readings, discussions and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Assessment

Critical Analysis and Embodied Learning Essays - 30%

Take Home Exam - 30%

Free Form Art Assignment and Presentation - 30%

Engaged 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.

Example: 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

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.
- 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 two modules as described below. The methodological approach will be integrative, participatory and experiential.

Module 1: 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, pp. 49-68.

Session 2: Chile Today, Part II

Required Readings:

Iglesias, M (2015), Lo social y lo político en Chile: Itinerario de un desencuentro teórico y práctico. *Revista Izquierdas*, 22, ISSN 0718-5049, Santiago de Chile, pp. 227-250.

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

Session 3: Chilean Congress Visit and Chilean Political System

Required Reading:

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

Session 4: 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 5: Valparaiso, Silenced Memories

Sánchez, A., Bosque, J., & Jiménez, C. (2009). Valparaíso: su geografía, su historia y su identidad como Patrimonio de la Humanidad. *Estudios Geográficos*, 70(266), 269-293.

Session 6: Inequality

Required Readings:

Gajardo, J (2019) Viabilidad y vulnerabilidad del modelo rentista-exportador de Chile.
OCDE (2015) Todos Juntos ¿Por qué reducir la desigualdad nos beneficia? ...en Chile.
www.oecd.org/social/inequality-and-poverty.htm

Session 7: Patrimony

Required Reading:

Consejo de Monumentos Nacionales, (2009) Convenciones Internacionales sobre Patrimonio Cultural, Segunda Serie, 20, Cuadernos del Consejo de Monumentos Nacionales.

Session 8: Valparaíso and Gentrification

Required Readings:

Quiroga, N (2018) Sobre el calco de nuestras vidas La cartografía como sustento latente
Cooperativa Cordillera.
Santos, M; (2013) “El territorio es el espacio socialmente construido”, Manual de mapeo colectivo: recursos cartográficos críticos para procesos territoriales de creación colaborativa/ Julia Risler y Pablo Ares. - 1a ed. - Buenos Aires: Tinta Limón.
Varas, P; (2018) “A social and aesthetic micro-practice from Valparaíso” Obieg - Magazyn Centrum Sztuki Współczesnej.

Session 9: Close Closing Seminar

(Analysis and debriefing through intensive group work)

Module 2: Indigenous 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 north of Chile. (Program to be provided before excursion)

Required Readings:

Caniuequeo, (2013) S. Dictadura y pueblo mapuche 1973-1978. Reconfiguración del colonialismo chileno Revista de Historia Social y de las Mentalidades
Volumen 17.1, pp. 87-130.
Pairicán Padilla, F. (2014). Malón: la rebelión del movimiento mapuche 1990-2013 (Pehuén). Santiago, Chile. Pp.13-32.
Gavilán, V. (2008) “Representaciones de la femenino en la población aymará contemporánea en el norte de Chile”, en S. Montecinos (Compiladora), Mujeres chilenas: fragmentos de una historia, Santiago de Chile, Catalonia, , pp. 457-469.

- 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*, Editorial Dictus Publishing, Alemania.
- Zapata, C. (2007) "Memoria e historia. El proyecto de una identidad colectiva entre los aymarás de Chile", *Chungará*, 39.2, pp. 171-183.
- 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*, 1:23, 2008, pp. 82-115.

Recommended Readings:

- Aguilera, O., "Los estudios sobre juventud en Chile: Coordenadas para un Estado del Arte, *Ultima Década*, Vol. 17, N° 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 / N° 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.
- Hintler, H., "Voces soterradas, violencias ignoradas: Discurso, violencia política y género en los informes Retting 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.