

## Socioeconomic Development in Chile

LACB-3005 (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

Chile has undergone drastic political and economic shifts 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 development agencies. With impressive macro-economic statistics, Chile became a showcase of the merits for neoliberal reform and a model of emulation for the rest of Latin America.

In October of 2019, President Pinera proclaimed Chile as an “oasis” as the country prepared to host international conferences and in attempts to exercise a perceived merited role of influence at the global stage. However, the legacies of the dictatorship and the imposition of neoliberal reforms exploded with historic mobilizations led by Chilean youth wherein the President abruptly changed his narrative and proclaimed, “we are at war”. International conferences were cancelled and held elsewhere as protests and manifestations spread along with the state violence reminiscent of the military dictatorship. The country has since been at an impasse with an economic and political crisis unseen in decades.

This course critically interrogates the complexities of the Chilean political system and the neoliberal model of economic development that has led to the current crisis. Is Chile still an or ever an economic model for emulation? We examine the legacies of human rights violations, the constitution, labor relations along with institutional continuities and discontinuities between dictatorship and civilian rule. We explore the importance of new and not so new political actors and their demands for social justice in a country that continues to be polarized and segregated in political, generational, ethnic, and economic lines.

#### Learning Outcomes

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

- Comprehend the political continuities of the dictatorship in relation to contemporary socio-economic inequalities
- Identify the contradictions of economic growth through neoliberal reforms for diverse sectors and facets of the country, including the environment

- Describe the importance of new social movements and actors in challenging the economic and political foundations of the Chilean state
- Identify community and collective based initiatives for direct action and social justice

### **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) Take Home Exam (30%)

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

#### 2) Free-form Assignment and Presentation (30%)

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

#### 3) Essay on the Political Crisis in Chile (30%)

Analytical and critical essay along with alternate media to explain the political crisis and its causes

#### 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

Take Home Exam - 30%

Free Form Assignment and Presentation - 30%

Essay on the Political Crisis in Chile - 30%

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, 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**

#### Session 1: Models of development in contemporary Chile

##### *Required Readings:*

Guillén, A. (2008). Modelos de desarrollo y estrategias alternativas en América Latina. América Latina y desarrollo económico. Madrid: Editorial Akal.

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

#### Session 2: Environment

##### *Required Reading:*

Visiones de Desarrollo Sustentable hacia un Chile 2050, Acción RSE

#### Session 3: Student Movement

##### *Required Reading:*

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.

#### **Session 4: Labor Rights**

##### *Required Reading:*

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.

#### Session 5: Feminist Movement

##### *Required Reading:*

Ponce, (2019). El movimiento feminista estudiantil chileno de 2018: Continuidades y rupturas entre feminismos y olas globales, Izquierdas, 49:1554-1570.

Larrondo M, Ponce L, (2019). Activismos Feministas Jóvenes: Emergencias, Actrices y luchas en América Latina. 1a ed., Ciudad Autónoma de Buenos Aires: CLACSO, pp 187- 199.

#### Session 6: Community Development in Chile

##### *Required Reading:*

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.

#### Session 7: Immigration

##### *Required Reading:*

Rojas, N, Silva, C. "La Migración Haitiana en Chile". Boletín Informativo N°1, Departamento de Extranjería y Migración, 2018.

Rojas, N, Silva, Lobos C. "Nuevos flujos y contextos migratorios en el Chile actual. Antecedentes, dinámicas y caracterización". En OBIMID. Migración y Desarrollo en Iberoamérica. Madrid: Organización Internacional para las Migraciones OIM-España y Secretaria General Iberoamericana SEGIB. 316-347. 2017.

#### Session 8: The Struggle against the violation of Human Rights

##### *Required Reading:*

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

Visit Parque por la Paz. Ex Centro de Torturas. Villa Grimaldi

#### Session 9: Chilean-Mapuche State Conflict

*Required Reading:*

Pairican, F., (2014) "Malon. La Rebelión del Movimiento Mapuche 1990 -2013", Pehuén, pp. 19 – 32.

Session 10: Closing session course

(Analysis and debriefing through intensive group work)

**Module 2: Nation-State, Economy and Indigenous Rights In Chile**

This module focuses on issues of colonization and social justice among indigenous communities of the South and North of Chile, considering issues of economic and political organization as strategies response to ongoing process of economic and political colonization by the State. This module is a central component of the excursions to indigenous communities in North and South of 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.

*Recommended Readings:*

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

Altieri, M. y Alejandro Rojas, (1999) "La tragedia ecológica del "milagro" neoliberal chileno", *Persona y Sociedad*, ILADES, pp. 127–141.

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

Democracy and Student Discontent: Chilean Student Protest in the Post-Pinochet Era, in: *Journal of Politics in Latin America*, 7.3 pp. 49–84.

- Donoso, S., "Política Educacional en Chile 1990- 2004: El Neoliberalismo en crisis", *Estud. pedagóg.*, 31.1 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*, 26.3, 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.