



## CU/HS 362 CHILE, HISTORY AND CULTURE: A COMPREHENSIVE UNDERSTANDING OF THE CHILEAN IDIOSYNCRASY

IES Abroad Multi-location Emerging Economies

Course taught in Santiago

### DESCRIPTION:

The objective of this course is that students have a general understanding of Chile's history, culture, and idiosyncrasy. In order to achieve this objective, the course covers significant aspects of Chilean history, culture, and current affairs that provide students with some of the fundamental facts and information that have shaped the country and its people. Each session deals with a different topic from history, politics, religion, arts, society, ethnic groups, current affairs, etc. so that students analyze and reflect on the relevance of these contents in the development of the country.

**CREDITS:** 3 credits

**CONTACT HOURS:** 45 hours

**LANGUAGE OF INSTRUCTION:** English

**PREREQUISITES:** Any course related to Latin America in areas such as history, literature, economy, politics, or social sciences

**ADDITIONAL COST:** None

### METHOD OF PRESENTATION:

- Lectures, instructor directed tasks, group work, class discussion, debates, and audiovisual material projection are all methods of presentation in this course. Each session covers one topic on a list of selected contents consisting of history, ethnic groups, health system, government system, education, politics, etc.
- Students' participation is essential to develop class contents. Students are requested to contribute to the discussions having read the assignments, watched the videos and done extra research.
- Course-related excursions complement this course, giving the students the opportunity to have direct contact with actual sources of historical/cultural information and to appreciate their significance in Chilean current history.
- Moodle provides students with session descriptions, dates for assignments, and some extra material, especially audiovisual, to complement class discussions. And it also hosts chats and forum after sessions.

### REQUIRED WORK AND FORM OF ASSESSMENT:

- Tests - 30%
- Written Assignments (Essays & Reviews) - 25%
- Maria Pinto Website - 5%
- Oral Presentation and Debate - 10%
- Final Project - 15%
- Final Paper - 15%

### Tests

There will be 3 tests in this course (dates will appear in the course plan at the beginning of this dossier).

- Test 1 on sessions 1-3: Key cultural elements, Chile before the Discovery of the Americas, From Conquest to Independence.
- Test 2 on sessions 4-7: Development of a Nation, Allende, The Coup and Pinochet's Dictatorship, The Violation of Human Rights, Return to Democracy.
- Test 3 on sessions 8-12: Chilean Healthcare System, Chilean Education System, Chile a Country of Contrasts.

Each quiz will consist of a set of questions (multiple choice, True or False, short answers, and short essay reflection/critique types of questions) which should be easy for anyone who has done assignments and given the class contents minimal thought. If class contents have been complemented with course-related excursions, they will be also part of the quiz contents.

### Written Assignments

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**Essay on a course-related excursion (5%):** During the course, the class will go on 4 different course-related excursions. Students must choose one and write an essay to describe their experience during the activity. The essay must be an account that shows they have understood the purpose of the activity, the importance of the place visited for local people, culture, society, and/or Chilean history. The inclusion of class discussion and personal original ideas is also expected.

**Essays on two of the suggested movies (5% each):** Students write one essay each for two of the suggested movies related to content learned in the course. A list of Chilean movies will be provided to students and will be viewed throughout the course. In their essay, students must include details specific to the movie (e.g. director, release year, characters, etc.) and a description of the movie script, find out if it is based on a true story, what Chilean people know and think about the movie, etc. Students will also include a personal review, writing about their own impressions and thoughts about the movie. It should include a reflection that shows they can relate the movie with the contents studied in the course.

**Essay on the development of a nation (10%):** Students will reflect on the historic, political, social, and economic aspects that together have a bearing in the emergence of the nation's perspective towards the beginning of the XX century. Students research historic accounts that illustrate the people thinking behind events in order to find out the key elements that pass to the building of the country's basis. Essays should compare the events, thinking, and process with the American development as a nation or with the culture/country they feel closer to. Students need to find and discuss at least 3 different sources (articles and books, apart from those in the bibliography) that illustrate their arguments. 7- 10 pages.

#### **Maria Pinto Website**

Students will design a "website" for La Posta Rural Las Mercedes, in María Pinto using [www.blogger.com](http://www.blogger.com) or a similar site. Students will work in pairs or small groups. The number of participants depends on the total number of students of the course. The website must include:

- Location of the town and the medical center
- General information about the medical center
- Medical specialties
- Services and how it relates with clinics or public hospitals
- Images
- Personal reflection should result in explicit suggestions to improve the place inviting the local community to take part in some of the actions.

A rubric for the assignment can be viewed in the Appendix (Appendix I).

#### **Oral Presentation and Debate**

Students participate in a debate to discuss the advantages and disadvantages of the Chilean Education Reform. All students must engage in the discussion provide fundamental arguments and counterarguments at least 5 times during the debate.

Students will work in pairs to select and research a Chilean artist from a provided list using such resources as the web, books, local exhibitions and concerts, and among Chilean people. Students will then prepare an oral presentation (7-10 minutes) with the most important facts of their selected artist's life, his/her main achievements, controversy around his/her style of art and his//her legacy for Chilean Cultural Patrimony.

Presentations should include pictures of the artists, examples with explanations of their work, songs if relevant, comments and opinions of Chileans, and any type of visual information that helps to better understand the importance of the artists. It is expected that students can relate the time the artist live/d with the contents of the course.

Students are not expected to read during their presentations but to follow notes. Slides shouldn't be full of written information which needs to be presented by students.

#### **Final Project**

During the course, students will have the opportunity of being in contact with actual sources of historical and sociocultural information through course-related excursions. Students will document course-related excursion and their experience in Chile by filming and/or taking photographs of all the places they will have visited. For the final project, in groups of 2 or 3, students will

develop a visual project to be shown in the last session of the course. The visual project aims at giving a visual account of the experience students will have had while in Chile, using videos and/or photographs of all places visited as part of the course and throughout their time in Chile that could be useful to depict, by the end of the course, their own understanding/view of Chile.

Students will decide on a concept/main idea that they would like to show in a slide (video) show of 5-7 minutes. The concept/main idea must be related to one of the topics reviewed during the course or choose a concept from a provided list. Text below photographs or dialogues in the video should briefly explain the location and reason—accounting the group concept, e.g. poverty, happiness, festivity—and why the image has been included. The design, background music, etc. are of entire decision and responsibility of students.

### Final Paper

Students will select and write a paper on one specific controversial event or issue related to recent history, current affairs, arts, or the latest subject in society (e.g. The present consequences of the coup, the legalization of abortion, the status and role of the Catholic Church after pedophilia cases, politics after 25 years of democracy, public free education demands, etc.) Then, they will collect information from different sources in order to understand why the topic selected is controversial for Chile at present. Once students have selected their topic, the instructor will offer some books, reviews, articles and websites related to use. The first part of the essay will be a expository text describing the event or issue, its background, development and (possible) consequences. To illustrate the facts, it needs to offer different perspectives from varied sources. The second part will refer to how the occurrence/consequences of the event, the emergence of the issue reflects a change in Chileans' current thinking, attitudes, and perspectives towards the future. 12-15 pages.

### CONTENT:

Session	Content	Assignments
Session 1	<b>Introduction</b> <ul style="list-style-type: none"> <li>Presentation of some general aspects of the institutional organization of the country, political organization, demography, education and health, economy, religion.</li> </ul>	<ul style="list-style-type: none"> <li>Roraff, and Camacho. Chile. Culture Shock! pp. 29-45.</li> <li>Descriptive summary of the Institutional system of the state of Chile.</li> </ul>
Session 2	<b>From Conquest to Independence</b> <ul style="list-style-type: none"> <li>Discussion on the most relevant historic aspects of the discovery and conquest, the independence and the consequences of them on the formation of the Republic</li> </ul>	<ul style="list-style-type: none"> <li>Castillo, Culture and customs of Chile: From Conquest to Independence, pp 16-45.</li> <li>Allende. My invented Country: chapter 1: Country of Longitudinal essences, pp: 1-30.</li> </ul>
Session 3 & 4	<b>Santiago's Downtown</b> <ul style="list-style-type: none"> <li>Visit to historical downtown area in the center of the city.</li> </ul>	<ul style="list-style-type: none"> <li>Allende. My invented Country, pp: 31-86.</li> </ul>

Session	Content	Assignments
<b>Session 5</b>	<p><b>Chile Before the Discovery of the Americas</b></p> <ul style="list-style-type: none"> <li>Chilean native cultures general overview, discussing on their present situation and compare them with native groups in the United States.</li> <li>Suggested (extra) activity: Museum the Precolumbian Art: Garments, hairdresses, belts, ceremonial outfits, and artifacts used on a daily basis before the arrival of Columbus to South America are among objects on display at the museum. The exhibition tells tales about the traditions of men and women who lived and died in the desert-dry regions of the Andes, as long as 3,000 years ago.</li> </ul>	<ul style="list-style-type: none"> <li>Main Chilean indigenous people. In Ser Indígena: Ser indígena. Pages: 32-47 (in course dossier). <a href="http://www.serindigena.org/index.php/">http://www.serindigena.org/index.php/</a></li> <li>Quay Hutchison, E., Miller Klubock, T., Milanich, N., &amp; Winn, P. The Chile Reader: History, Culture, Politics: Chile before Chile: Indigenous peoples, Conquest, and the Colonial Society. pp. 56-79.</li> </ul>
<b>Session 6 &amp; 7</b>	<p><b>Ruca: Mapuche Community</b></p> <ul style="list-style-type: none"> <li>Course-related trip: Visit to an urban Mapuche community in order to learn from their member, Mapuches, how they live in the city and how they make their culture survive. Departure TBD from IES Abroad Center.</li> </ul>	<ul style="list-style-type: none"> <li>Audiovisual: Mapuches, culture and living, in moodle</li> <li>Quay Hutchison, E., Miller Klubock, T., Milanich, N., &amp; Winn, P. The Chile Reader: History, Culture, Politics: War to Diplomacy: The Summit of Tapihue. pp. 109-116.</li> <li>Rowe, W. The Mapuche conflict in Chile. Pp. 52-65 (in course dossier).</li> </ul>
<b>Session 8</b>	<p><b>Development of a Nation</b></p> <ul style="list-style-type: none"> <li>Organization and development of a republic. Chronological review of the most important events that occurred during the development of the Republic and the international events that contributed to Allende's election.</li> <li>Allende's government: his Marxist attempt.</li> <li>Suggested (extra) activity: Museo Histórico Nacional. The National History Museum covers the period of time from the European discovery of the Americas to the present. It features several rooms of exhibits, and the easy-to-follow layout leads the visitor from discovery to the colonial era, through independence and into the modern era.</li> </ul>	<ul style="list-style-type: none"> <li>Audiovisual: Allende, in moodle</li> <li>Audiovisual: Allende's election, in moodle</li> <li>Allende. My invented Country</li> <li>Quay Hutchison, E. Miller Klubock, T. Milanich, N. and Winn, P. The Chile Reader: History, Culture, Politics: A conquistador pleads his Case to the King, Pedro de Valdivia. pp. 80-84.</li> <li>Portrait of late Colonial Santiago. pp. 102-108.</li> <li>The Authoritarian Republic, Diego Portales. pp. 139-160.</li> <li><b>Test 1 (contents assessed detailed above) 1st half of class</b></li> </ul>

Session	Content	Assignments
<b>Session 9 &amp; 10</b>	<b>The Coup-d'etat: Pinochet's Dictatorship</b> <ul style="list-style-type: none"> <li>The coup, its background and the support of the United States in the overthrow of Allende's Rule.</li> </ul>	<ul style="list-style-type: none"> <li>Audiovisual: Movie War on democracy Documentary that deals with the American intervention in Allende's government. In moodle.</li> <li>Klein, The shock doctrine Part 2.</li> <li>Castillo, Culture and customs of Chile: From Conquest to Independence. pp 16-45.</li> <li>Essay Submission: Suggested movies 1</li> </ul>
<b>Session 11</b>	<b>The Violation of Human Rights and Return to Democracy</b> <ul style="list-style-type: none"> <li>Discussion on the consequences of the coup and the systematic violation of the human rights as a government policy.</li> <li>Suggested (extra) activity: Villa Grimaldi, a former torture and extermination center during military dictatorship. Nowadays the areas has been redesigned as a Park, named Parque por la Paz. Find more information: <a href="http://www.villagrimaldi.cl">www.villagrimaldi.cl</a></li> </ul>	<ul style="list-style-type: none"> <li>Audiovisual: Violation of Human Rights during Pinochet's Regime. Available in moodle.</li> <li>Wright, T. Latin America in the Era of the Cuban Revolution. pp.130-148.</li> <li>Quay Hutchison, E. Miller Klubock, T. Milanich, N. and Winn, P. The Chile Reader: History, Culture, Politics:</li> <li>The election of Salvador Allende: Declassified u.S. Government Documents. pp.380-386.</li> <li>The Chilean Revolution One year in, Salvador Allende Gossens. pp.400-406.</li> <li>Tulchin, J. and A. Varas. From Dictatorship to Democracy: Rebuilding Political Consensus in Chile. Chapter 6.</li> <li>Caviedes, C. Elections in Chile: The Road toward Redemocratization. Chapter 1.</li> </ul>
<b>Session 12</b>	<b>Museo de la Memoria</b> <ul style="list-style-type: none"> <li>Course-related trip: Visit to the museum that remembers the victims of the Coup in September 11th 1973, later events, and pay homage to the victims of the violation of human rights during dictatorship.</li> </ul>	<ul style="list-style-type: none"> <li>Quay Hutchison, E. Miller Klubock, T. Milanich, N. and Winn, P. The Chile Reader: History, Culture, Politics:</li> <li>The Pinochet Dictatorship: Military Rule and Neoliberal Economics 433-450, 468-473, 512-520.</li> <li>Returning to Democracy: Transition and continuity 521-526.</li> <li>Frazier, Salt in the Sand. Conjunctures of Memory: The Detention Camps in Pisagua Remembered (1948, 1973, 1990) and Forgotten (1943, 1956, 1984). pp 158-189. Museum information from the website (in course dossier.</li> </ul>
<b>Session 13 &amp; 14</b>	<b>Our History in Our Dead</b> <ul style="list-style-type: none"> <li>Course-related trip: National Cemetery. Guided course-related excursion to the cemetery where political, religious, social leaders and common people have been buried since the beginning of the republic.</li> </ul>	<ul style="list-style-type: none"> <li>Check website: <a href="http://www.cementeriogeneral.cl">www.cementeriogeneral.cl</a></li> <li>Allende. My invented Country, pp: 101-151.</li> </ul>

Session	Content	Assignments
Session 15	<p><b>Chilean Healthcare System</b></p> <ul style="list-style-type: none"> <li>Short review about the Chilean care system and description of rural healthcare.</li> </ul>	<ul style="list-style-type: none"> <li>Audiovisual: Chilean Healthcare, in moodle</li> <li>Chile national health fund (Fonasa) In the course dossier. pp 109-129.</li> <li><b>Test 2 (contents assessed detailed above) 1st half of class</b></li> </ul>
Session 16 & 17	<p><b>Visit to Maria Pinto</b></p> <ul style="list-style-type: none"> <li>Course-related trip: Visit to a rural medical center that offers primary health care assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Health Ministry documents on intercultural health available in moodle.</li> <li>Unger, J., de Paepe, P., Solimano, G., &amp; Arteaga, O. 2008 Chile's Neoliberal Health Reform: An Assessment and a Critique (20 Pages).</li> </ul>
Session 18	<p><b>Education System in Chile</b></p> <ul style="list-style-type: none"> <li>Introduction, overview and class discussion on Chilean education system</li> </ul>	<ul style="list-style-type: none"> <li>Cabaliú, C. Neoliberal education and student movements in Chile: inequalities and malaise. pp 110-125 (in course dossier).</li> <li>Selected reading in course dossier about current issues in Education Reform in Chile (10 pages).</li> </ul>
Session 19 & 20	<p><b>Chile: A Country of Contrasts</b></p> <ul style="list-style-type: none"> <li>The socioeconomic differences throughout Chilean history.</li> <li>Audiovisual: <i>Movie Machuca</i>. Fiction historical movie that describes the socio-political environment in Chile before September 11th seen by the eyes of two children, one, from a middle upper class family and the other, from a very poor family.</li> <li>Class debate on which education system may work best in Chile.</li> </ul>	<ul style="list-style-type: none"> <li>Quay Hutchison, E. Miller Klubock, T. Milanich, N. and Winn, P. The Chile Reader: History, Culture, Politics: Growth with Equity. Pp 575-580.</li> <li>Selected reading in course dossier about current issues in Education Reform in Chile.</li> <li>Allende. My invented Country: Pp: 152-end (199).</li> <li>Essay submission: Course-related excursion</li> </ul>
Session 21	<p><b>Chilean Artists</b></p> <ul style="list-style-type: none"> <li>Student presentations</li> <li>Suggested (extra) activity: La Chascona Neruda's house in Barrio Bellavista, Santiago. One of the 3 museums of Chile's beloved poet Pablo Neruda, which are all located in his former homes, is located right in Bellavista where he lived with his third wife Matilde Urrutia, the home's namesake. The museum is decorated with an incredible collection of anything you can imagine from all over the world and is also home to his Nobel Prize. There are rooms designed to create the feeling that you are on a ship, and there are some great views of the city.</li> </ul>	<ul style="list-style-type: none"> <li>Find related materials for all artists in the list in Moodle.</li> <li>Selected reading in course dossier about current issues artistic disciplines and artistic movements (15 pages).</li> </ul>

Session	Content	Assignments
Session 22	<p><b>Chile, What are Chileans Like?</b></p> <ul style="list-style-type: none"> <li>• Own perspectives</li> <li>• Students select a number of topics to discuss of what they've seen in Chile.</li> </ul>	<ul style="list-style-type: none"> <li>• Quay Hutchison, E. Miller Klubock, T. Milanich, N. and Winn, P. The Chile Reader: History, Culture, Politics: The bicentennial Generation. Pp 601-605</li> <li>• Materials will be selected and provided according to students' decision of main topics of interests.</li> <li>• Essay submission: Suggested movies 2</li> </ul>
Session 23	<p><b>Final Project</b></p> <ul style="list-style-type: none"> <li>• Final project presentations</li> <li>• Course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Student's videos are shown and assessed.</li> <li>• <b>FINAL PAPER SUBMISSION</b></li> </ul>

**COURSE-RELATED TRIPS:**

- Mapuche community
- Maria Pinto
- Museo de la Memoria
- National Cemetery

**Suggested Activities**

- La Chascona Neruda's house in Barrio Bellavista, Santiago
- Museo Histórico Nacional
- Museum the Precolumbian Art
- Villa Grimaldi

**REQUIRED READINGS:**

- Allende I. My invented country. Margaret Sayers Peden (Translator). Harper Collins publishers. 2004 (novel)
- Amcham (Chilean American Chamber of commerce). Welcome to Chile. 2008.
- Bosworth, B., R., Dornbusch and R. Labaán. The Chilean Economy: Policy Lessons and Challenges. The Brookings Institution. Lynne Rienner.1994.
- Caviedes, C. Elections in Chile: The Road toward Redemocratization.1991.
- Cabaliú, C. Neoliberal education and student movements in Chile: inequalities and malaise. Policy Futures in Education. Volume 10 Number 2 2012 [www.worlds.co.uk/PFIE](http://www.worlds.co.uk/PFIE)
- Castillo Feliu, G. Culture and customs of Chile. Greenwood Press. 2000.
- Chile national health fund (Fonasa) in Joint learning Network for Universal Health Coverage. <http://programs.jointlearningnetwork.org/content/national-health-fund-fonasa>
- Frazier, L. Salt in the sand. Memory, violence and the nation-state in Chile 1890 to the present. Duke University Press. 2007.
- Klein, N. The Shock Doctrine: The Rise of Disaster Capitalism. Penguin Books. 2007.
- Pocket world in figures. The Economist. 2008 edition
- Quay Hutchison, E. Miller Klubock, T. Milanich, N. and Winn, P. The Chile Reader: History, Culture, Politics. Duke University Press. 2013.
- Roraff, Susan. y Laura. Camacho. Chile. Culture Shock! A guide to customs and etiquette. Graphic Arts Center Publishing Company. Portland, Oregon. 1999.
- Ser indígena. Website <http://www.serindigena.org/index.php/>
- Tulchin, J. and A. Varas. From Dictatorship to Democracy: Rebuilding Political Consensus in Chile. Lynne Rienner Publishers. Chapter 6 The Chilean political transition to democracy. 1991.

- Wright, T. Latin America in the Era of the Cuban Revolution. Praeger Publishers. Chapter 8 Chile under Allende: A Peaceful Road to Socialism?. 2001.
- Walker Rowe. The mapuche conflict in Chile. Southern Pacific Review. 2013 [www.ilovechile.cl](http://www.ilovechile.cl) Different issues from 2010 - 2014
- Course dossier (prepared by Prof. Claudia Flores): Compilation of reading articles taken from different websites, newspapers, magazines and journals. 2015 (updated just before the beginning of the course)
- Selected short videos on different topics covered in the course. Taken from youtube.

### Filmography

- Andres Wood, Machuca, 2004
- Andres Wood, Violeta se fue a los cielos, 2011
- Carmen Luz Parot, Estadio Nacional, 2002
- Cristián Galaz, El Chacotero Sentimental, 1999 (Part 3)
- Marcelo Ferrari, Subterra, 2003
- Miguel Littin, Dawson, Isla 10, 2009
- Michael Radford, Il Postino, 1994
- Pablo Larrain, NO, 2012
- Sebastian Silva, La Nana, 2009
- Walter Salles, Motorcycle's diaries, 2004

### RECOMMENDED READINGS:

- Alsina, N. and A. Riquelme. Chile. Historia y Presente, una visión interdisciplinaria. Documento de trabajo. 3era edición. Pontificia Universidad Católica. 2004.
- Collier, S and W.F. Sater. A History of Chile, 1808-2002 (Cambridge Latin American Studies. 2004.
- Cozzi, A. Estadio nacional. Editorial Sudamericana. 2000.
- Díaz, A. Parlamento de Coz Coz. Edición Comisión de Salud Intercultural, Corporación Municipal de Panguipulli, División Salud. 2005.
- Faron, L.C. Mapuche Social Structure. Institutional reintegration in a patrilineal society of Central Chile. Illinois studies in Anthropology. 1961.
- Garretón, M.A. (coordinador). Cultura y desarrollo en Chile. Dimensiones y perspectivas en el cambio de siglo. Editorial Andrés Bello. 2001.
- Grossman E., Antipoetry of Nicanor Parra. 1971 (review)
- Hernández, A., N. Ramos., C. Cárcamo. Mapuche. Lengua y Cultura. Maitén Editores. 2002
- Jefferson, M. Recent colonization in Chile. Oxford University Press. 1921.
- Neruda, Pablo. Captain's verses. Love poems. New directors paperbooks. 1952.(poem)
- Parra, Nicanor. Antipoems: How to Look Better & Feel Great. Antittranslation by Liz Werner. New Direction Books. 2004(poem)
- Ibañez, A. Abrazado por la revolución. Ideología y totalitarismo en Chile. 1960-1973. Editorial Biblioteca Americana. 2004.
- Unger, J., de Paepe., Solimano, G., Arteaga, O. 2008 Chile's Neoliberal Health Reform: An Assessment and a Critique <http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0050079#pmed-0050079-g003>
- Verdugo, P. Los zarpasos del Puma. La caravana de la muerte. Ediciones Chile America CESOC. 1989.