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
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 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.

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<th>Session</th>
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<td>Introduction</td>
<td>• Roraff, and Camacho. Chile. Culture Shock! pp. 29-45.</td>
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<td></td>
<td>• Presentation of some general aspects of the institutional organization of the country, political organization, demography, education and health, economy, religion.</td>
<td>• Descriptive summary of the Institutional system of the state of Chile.</td>
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<td><strong>Session 2</strong></td>
<td>From Conquest to Independence</td>
<td>• Castillo, Culture and customs of Chile: From Conquest to Independence, pp 16-45.</td>
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<td>• 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</td>
<td>• Allende. My invented Country: chapter 1: Country of Longitudinal essences, pp: 1-30.</td>
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<td><strong>Session 3 &amp; 4</strong></td>
<td>Santiago’s Downtown</td>
<td>• Allende. My invented Country, pp: 31-86.</td>
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<td>Session 5</td>
<td><strong>Chile Before the Discovery of the Americas</strong></td>
<td>• Main Chilean indigenous people. In Ser Indigena: Ser indigena.Pages: 32-47 (in course dossier). <a href="http://www.serindigena.org/index.php/">http://www.serindigena.org/index.php/</a></td>
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<td>• Chilean native cultures general overview, discussing on their present situation and compare them with native groups in the United States.</td>
<td>• 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.</td>
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<td>• 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.</td>
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<td>Session 6 &amp; 7</td>
<td><strong>Ruca: Mapuche Community</strong></td>
<td>• Audiovisual: Mapuches, culture and living, in moodle</td>
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<td>• 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.</td>
<td>• 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.</td>
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<td></td>
<td>• Audiovisual: Mapuches, culture and living, in moodle</td>
<td>• Rowe, W. The Mapuche conflict in Chile. Pp. 52-65 (in course dossier).</td>
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<td>Session 8</td>
<td><strong>Development of a Nation</strong></td>
<td>• Audiovisual: Allende, in moodle</td>
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<td>• 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.</td>
<td>• Audiovisual: Allende’s election, in moodle</td>
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<td>• Allende’s government: his Marxist attempt.</td>
<td>• Allende. My invented Country</td>
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<td>• 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.</td>
<td>• 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.</td>
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<td>• The Authoritarian Republic, Diego Portales. pp. 139-160.</td>
<td>• The Authoritarian Republic, Diego Portales. pp. 139-160.</td>
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<td>• <strong>Test 1 (contents assessed detailed above) 1st half of class</strong></td>
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| Session 9 & 10 | **The Coup-d’etat: Pinochet’s Dictatorship**  
- The coup, its background and the support of the United States in the overthrow of Allende’s Rule. |  
- Audiovisual: Movie War on democracy  
Documentary that deals with the American intervention in Allende’s government. In moodle.  
- Castillo, Culture and customs of Chile: From Conquest to Independence. pp 16-45.  
- Essay Submission: Suggested movies 1 |
| Session 11 | **The Violation of Human Rights and Return to Democracy**  
- Discussion on the consequences of the coup and the systematic violation of the human rights as a government policy.  
- 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: www.villagralmidali.cl |  
- Quay Hutchison, E. Miller Klubock, T. Milanich, N. and Winn, P. The Chile Reader: History, Culture, Politics:  
- Caviedes, C. Elections in Chile: The Road toward Redemocratization. Chapter 1. |
| Session 12 | **Museo de la Memoria**  
- 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. |  
- Quay Hutchison, E. Miller Klubock, T. Milanich, N. and Winn, P. The Chile Reader: History, Culture, Politics:  
- Returning to Democracy: Transition and continuity 521-526.  
| Session 13 & 14 | **Our History in Our Dead**  
- 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. |  
- Check website: www.cementeriogeneral.cl  
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| Session 15 | Chilean Healthcare System                     | • Audiovisual: Chilean Healthcare, in moodle  
• Chile national health fund (Fonasa) In the course dossier. pp 109-129.   
• Test 2 (contents assessed detailed above) 1st half of class |
| Session 16 & 17 | Visit to Maria Pinto | • Health Ministry documents on intercultural health available in moodle.  
• Unger, J., de Paepe, P., Solimano, G., & Arteaga, O. 2008 Chile’s Neoliberal Health Reform: An Assessment and a Critique (20 Pages). |
| Session 18 | Education System in Chile                     | • Cabaliú, C. Neoliberal education and student movements in Chile: inequalities and malaise. pp 110-125 (in course dossier).   
• Selected reading in course dossier about current issues in Education Reform in Chile (10 pages). |
• Selected reading in course dossier about current issues in Education Reform in Chile.  
• Essay submission: Course-related excursion |
| Session 21 | Chilean Artists                               | • Find related materials for all artists in the list in Moodle.  
• Selected reading in course dossier about current issues artistic disciplines and artistic movements (15 pages). |
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| Session 22 | **Chile, What are Chileans Like?**           | • Quay Hutchison, E. Miller Klubock, T. Milanich, N. and Winn, P. The Chile Reader: History, Culture, Politics: The bicentennial Generation. Pp 601-605  
• Materials will be selected and provided according to students’ decision of main topics of interests.  
• Essay submission: Suggested movies 2 |
|           | • Own perspectives                           |                                                                            |
|           | • Students select a number of topics to discuss of what they’ve seen in Chile. |                                                                            |
| Session 23 | **Final Project**                           | • Student’s videos are shown and assessed.                                   |
|           | • Final project presentations                | • FINAL PAPER SUBMISSION                                                     |
|           | • Course evaluation                         |                                                                            |

**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:**
- Amcham (Chilean American Chamber of commerce). Welcome to Chile. 2008.
- Cabaliú, C. Neoliberal education and student movements in chile: inequalities and malaise. Policy Futures in Education. Volume 10 Number 2 2012 www.wwwords.co.uk/PFIE
- Chile national health fund (Fonasa) in Joint learning Network for Universal Health Coverage. http://programs.jointlearningnetwork.org/content/national-health-fund-fonasa
- Pocket world in figures. The Economist. 2008 edition
- Ser indígena. Website http://www.serindigena.org/index.php/
• 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 Larrah, NO, 2012
• Sebastian Silva, La Nana, 2009
• Walter Salles, Motorcycle’s diaries, 2004

RECOMMENDED READINGS:
• Grossman E., Antipoetry of Nicanor Parra. 1971 (review)
• Jefferson, M. Recent colonization in Chile. Oxford University Press. 1921.
• Neruda, Pablo. Captain’s verses. Love poems. New directors paperbooks. 1952.(poem)
• 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.