



## **CIEE Valparaíso, Chile**

<b>Course name:</b>	Chile: Contemporary History and Cultural Geography
<b>Course number:</b>	HIST 3003 VALP
<b>Programs offering course:</b>	CIEE Valparaiso
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2020

### **Course Description**

Chile is a history course consisted of 17 sessions. This course offers the possibility to understand the main sociopolitical processes of the recent history of Chile through the analysis of different written and visual sources such as papers, readings and epochal images that emphasizes actors from diverse sphere of social life. It contains an introduction to the Geography of Chile, which studies the new political-administrative division of the country, as well as the availability and increasing -and sometimes conflictive- exploitation of natural resources. The assessment process of the course aims for the student's development of basic language skills of Spanish.

### **Learning Objectives**

By the end of the course, students will be able to:

- a) Identify the most relevant features of natural and cultural landscape in the national territory.
- b) Identify salient political actors of the period as well as the contexts in which they make decisions.
- c) To understand the main sociopolitical and cultural processes of the last six decades.
- d) To promote the rescue, knowledge and construction of Chile's memory and identity.
- e) Enhance linguistic and communication skills.

### **Methods of Instruction**

The methodology used include classroom sessions of a 120 minutes and educational field trips. Some of the activities include reading and analysis of historical documents with a special emphasis on audiovisual material [fragments of Chilean cinema and photography]. In every session one of the students will present the reading(s) in order to start the debate with the rest of the class. Accordingly, students will share the progress of their works.



### **Assessment and Final Grade**

Understanding that evaluations contribute to the teaching – learning process, the course aims to develop and strengthen the elemental linguistics skills of the students [speaking to an audience, listen, comprehensive reading and Spanish writing].

The evaluation considers the following criteria: argumentation coherence and cohesion, accuracy of the information, proper knowledge of the contents, use of examples and context, fulfill the formal aspects of an evaluation, correct and formal use of language as well as creativity in the approach or proposal. The course will have 5 evaluations.

The distribution will be the following:

Reading Oral Presentations	10%
“Film Report” related to Chilean History	15%
Interviewing a “witness of recent history” and transcript the interview	20%
Class Participation (Engagement and preparation)	15%
Final Exam in the classroom (including readings and course sessions)	40%

### **Course Requirements**

- The students must complete all the readings of the course, be capable of arguing the approaches of the studied authors and have an active participation in the class. Every task required for the course demands creativity and the correct use of oral and written Spanish.
- The student is responsible for handing over the evaluations on the provided deadline of the course. Total score will be penalized for delaying tasks/works. Those students who do not attend tests or deliver works will be graded with the minimum grade (10)
- The formalities of presentation are: Arial Narrow 11, single space. Must include name of the student, email and numeration on the top of the page.

#### **READING ORAL PRESENTATIONS**

This presentation must use ppt format. The students must be able to speak and expose the presentation by using images or pictures in order to avoid text to the minimum (10 slides max).

#### **“FILM REPORT” RELATED TO CHILEAN HISTORY**

Report must include two parts. First, a brief historical context in which the film is develop. In the second part, students provide strong arguments emphasizing the value of the film as a ‘historical document’.

#### **INTERVIEWING A “WITNESS OF RECENT HISTORY” AND TRANSCRIPT THE INTERVIEW**

The interview must have 4 pages. In the first one, the “witness of recent history” have to be presented and should include a short explanation of reasons to have chosen that person. In the second and following pages the interview must be transcribed (questions and answers), separating the properly biographical aspects of the opinions and experiences of the interviewee



as protagonist or observer of some recent historical process. Relatives or close relatives of the host family are excluded from being interviewed.

**CLASS PARTICIPATION (ENGAGEMENT AND PREPARATION)**

Participation implies: a) level of engagement in class (students contribute with their opinions, questions and ideas), b) preparation demands a compromise with reading assignments and required material.

**FINAL EXAM IN THE CLASSROOM (INCLUDING READINGS AND COURSE SESSIONS)**

Final Exam consist of five questions in which students choose three of them to be answered.

**Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise because of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements

10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

#### WEEK 1 > COURSE PRESENTATION

1.1 Students receive the Class Program and agree with the teacher the contents, readings, requirements, assessments, learning resources and important dates of the semester.

1.2 In the second part of the class students elaborate a ‘blind map’ with the political administrative division of the country, its main geographical features, natural areas, etc.

#### WEEK 2 > ECONOMIC GEOGRAPHY

2.1 The professor exposes on the main natural resources and the economic sectors that define the territory. After, learning some conflicts and environmental disputes over the use of some resources in some regions of the country.

2.2 The class discusses the clips and the reading of the class.

Reading: Sara Larraín. Privatización – transnacionalización del patrimonio ambiental

#### WEEK 3 > LIFE AND TIME OF GABRIELA, ALBERTO, VIOLETA AND PABLO.

3.1 In this class, the teacher shares an introduction to the twentieth century and centering the class in the life of four great Chileans, highlighting their greatness and miseries. The life of these Chileans is complemented by audiovisuals that show the contexts and the value of their lives in the 20<sup>th</sup> century. Students are expected to participate and share their opinions.

#### WEEK 4 > FIELD TRIP

4.1 The class visits the National Congress (Valparaíso) to learn about its recent history, the Chilean political system, and the main laws that are being discussed. The class have access to one of the most important and updated libraries in social sciences in the country.



## WEEK 5 > MEMORY STUDIES

5.1 Following the understanding of the Chilean 20th century, students become familiar with some documentary sources and supports for recent history -such as photographs, the press, music- which contribute to sketch an idea of the whole of collective memories in the country.

Source: Photographies of Armindo Cardoso in <http://www.memoriachilena.cl>

## WEEK 6 > REVOLUTION IN FREEDOM

6.1 The professor exposes the main events around the 1960s (University Reform, Agrarian Reform, and Copper Nationalization) and proposes an interpretive framework for one of the most interesting experiments in the 20th century: the Christian Democratic alternative to capitalism and the socialism of the 60s.

Reading: Eduardo Frei Montalva. Discurso de la patria joven (1964)

## WEEK 7 > THE 'UNIDAD POPULAR' AND THE CHILEAN WAY TO SOCIALISM

7.1 The class makes contact with another interesting project of the twentieth century: the "Unidad Popular" proposal, which represents the forces and movements of the left and which gained power, in 1970, by democratic way. With the help of documentary and audiovisual sources, the proposals of this coalition are discussed and the figure of Salvador Allende is explored.

Readings: Cristian Perez, Fidel Castro en Chile (2017); Salvador Allende, Discurso en Estadio Nacional (1971) y en las Naciones Unidas (1972).

## WEEK 8 > THE 'STATE' OF THE COUP IN CHILE

8.1 The class makes contact with documentary sources and memory sources that inform the "state" of coup in Chile in 1973. The class analyzes and discusses the documentary "El día que Chile cambió de Golpe" made by TVN, in which various "witnesses" of this time, famous and ordinary people, share their experiences and experiences of that period in which "everything change".

8.2 Students are expected to participate and share their opinions.

Readings: Congreso Nacional de Chile, Acuerdo adoptado por la Cámara de Diputados, 1973; Junta Militar, Bandos, 1973; Augusto Pinochet, Discurso en Chacarillas, 1977

## WEEK 9 > THE MILITARY REGIME: HUMAN RIGHTS

9.1 The class makes contact with the third project of the twentieth century, which represents the forces and different actors that implemented a new political, economic and social model.

9.2 The class work with the newspaper "Le Monde diplomatique", Chilean edition of 2013, about the 40 years of the Military Coup, which is contrasted with the class readings.



Web sources:

Perfil de Pinochet, Programa de Informe Especial

<https://www.youtube.com/watch?v=fa3XaO4R1nY>

#### WEEK 10 > FIELD TRIP

10.1 The class visits the Museum of Memory and Human Rights (Santiago). Before entering, the teacher give context and refers to the importance of the museum space as a place of memory. The purpose of this field dtrip is to make contact with the sources of the collective memory and know how to distinguish the narratives in the Museum about the violation of Human Rights that took place between 1973-1990.

10.2 At the end of the visit, the class exchange opinions and evaluate the visit orally.

#### WEEK 11 > CHILE UNDER PINOCHET

11.1 The professor explains about the Chileans' quality of life and the different ways of resisting the civic-military dictatorship.

11.2 The class discusses the documentary of the TV Show "Informe Especial" about the Dictatorship and the subsequent evaluation of the citizenship and the academy on the period of the "Fuerzas Armadas" in Chile.

Readings: Archivo Chile, Manifiesto de historiadores (1999); Instituto Libertad y Desarrollo, Treinta años del 11 de septiembre (2003); Steve Stern, La caja de la memoria del Chile de Pinochet (2009); Marcela Cornejo, Chilean dictatorship (2018).

Web source:

Augusto Pinochet U., Carta a los chilenos, diciembre 1998

<http://www.theclinic.cl/2013/09/03/carta-a-los-chilenos-las-emotivas-palabras-que-augusto-pinochet-escribio-desde-su-prision-en-londres/>

#### WEEK 12 > THE COMPLEX CONSOLIDATION OF THE DEMOCRACY

12.1 The professor exposes on the challenges that meant to return to democracy. Civic-military relations are characterized and the new stage of economic expansion of the country during the 90s.

Readings: Patricio Aylwin, Primer mensaje presidencial (1990); Patricio Aylwin, Discurso Informe Comisión Verdad y Reconciliación (1991).

#### WEEK 13 > 21ST CENTURY: CHILE AND THE WORLD HAVE CHANGED

13.1 With the help of clips, the teacher will show the change, mainly values, of Chilean society in the new millennium. With the two secular governments, their main reforms as well as public opinion polls will show a Chile where social movements use the protest march as "main" instrument to demonstrate the post-bicentennial Chilean that "all" share.



#### WEEK 14 > ACCOMPLISHMENTS AND PENDING CHALLENGES LEFT BY CHILE UNDER 'LA CONCERTACION'

14.1 The class analyzes and comments on the main successes and debts left by these 20 years of "center-left" governments (1990-2010). The teacher explains the main milestones of the period, emphasizing the actors in the process, in the present figure of Pinochet and in the different spheres of social life in which this assessment can be appreciated.

Readings: Orrego, Claudio y otros. *La Concertación ha muerto* (2010); Sehnbruch & Siavelis, *La vida política y económica bajo el arcoíris* (2014).

#### WEEK 15 > CHILE INSIDE OCDE *versus* 'MALESTAR DE CHILE'

15.1 The professor exposes the main events that took place in Chile after the bicentennial until the present. Share with the class the introductions to each session, those current comments that allowed collecting the meaning of the "present" of the country. Students must to give their opinions on current contexts in which discourses and stories about Chile's "past" are made.

15.2 In the second part of the class, the student share their results of the second evaluation: the interview with the "Witness of our history".

#### WEEK 16 > THE RECENT CHILE THROUGH THE CINEMA

16.1 Students present their filmography and / or favorite clip to their classmates, highlighting the context and the link with the class. Likewise, students share and justify the election of their interviewee.

#### WEEK 17 > FINAL EXAM

17.1 This final exam is about all classroom sessions, field trips, critical reading and other resources. The use of personal notes in this exam is allowed and emphasis is placed on the use of examples. Students should choose three out of five development questions.

### **Course Materials**

#### ***Selected Readings***

1. *Acuerdo adoptado por la Cámara de diputados (1973)*. En: Correa, Sofía; Jocelyn-Holt, Alfredo. *Documentos del siglo XX chileno*. Santiago: Sudamericana, 2001.
2. Allende, Salvador. *Discurso en el Estadio Nacional (1970)*. En: Magasich, Jorge. *Allende, la UP y el Golpe*. Santiago: Le monde diplomatique, 2013.
3. Allende, Salvador. *Discurso en las Naciones Unidas (1972)*. En: Magasich, Jorge. *Allende, la UP y el Golpe*. Santiago: Le monde diplomatique, 2013.
4. Aylwin, Patricio. *Primer mensaje presidencial (1990)*. En: Correa, Sofía; Jocelyn-Holt, Alfredo. *Documentos del siglo XX chileno*. Santiago: Sudamericana, 2001.

5. Aylwin, Patricio. *Discurso informe Comisión Verdad y Reconciliación (1991)*. En: Correa, Sofía; Jocelyn-Holt, Alfredo. *Documentos del siglo XX chileno*. Santiago: Sudamericana, 2001.
6. Bandos de la Junta Militar, 1973. En: Correa, Sofía; Jocelyn-Holt, Alfredo. *Documentos del siglo XX chileno*. Santiago: Sudamericana, 2001.
7. Cornejo, Marcela. *Tell me your story about the Chilean dictatorship*, En: Memory Studies, Sage publications, 2018.
8. Frei Montalva, Eduardo. *Discurso de la patria joven (1964)*. En: Pinochet de la Barra, Oscar. *Eduardo Frei Montalva. Obras escogidas*. Santiago: Centro de Estudios Políticos Latinoamericanos, Antártica, 1993.
9. Garcés, Mario. *El futuro del movimiento estudiantil y de los movimientos sociales en Chile*. En: El despertar de la sociedad, Santiago: Lom, 2012.
10. Instituto Libertad y Desarrollo. *Treinta años del 11 de septiembre*. En: Temas Públicos, N°639, Santiago, 2003.
11. Larraín, Sara. *Naturaleza y mercado: la privatización y transnacionalización del patrimonio ambiental de Chile contradice sus 200 años de independencia*. En: Globalización y Medio Ambiente, Santiago: Le Monde diplomatique, 2012.
12. Orrego, Claudio y otros. *La Concertación ha muerto*, En: Revista Qué pasa, Santiago: Copesa, 2010.
13. Partido Socialista de Chile. *Resolución Plenaria del Congreso del Partido Socialista (1967)*. En: Correa, Sofía; Jocelyn-Holt, Alfredo. *Documentos del siglo XX chileno*. Santiago: Sudamericana, 2001.
14. Salcedo, José Manuel. *Un tono de alegría (1990)*. En: Correa, Sofía; Jocelyn-Holt, Alfredo. *Documentos del siglo XX chileno*. Santiago: Sudamericana, 2001.
15. Sehnbruch, Kirsten & Siavelis, Peter. *El Balance. Política y políticas de la Concertación*, Santiago: Catalonia, 2014.
16. Steve J. Stern. *Luchando por mentes y corazones. Las batallas de la memoria en el Chile de Pinochet*, Libro II. *La caja de la memoria en el Chile de Pinochet*, Santiago: Ediciones Universidad Diego Portales, 2013.
17. Tironi, Eugenio. *Sin miedo, sin odio, sin violencia. Una historia personal del NO*, Santiago: Ariel, 2013.

### **Additional Readings**

- i. Cavallo, Ascanio. *La historia oculta del Régimen Militar. Memoria de una época*, Santiago: Uqbar, 2012.
- ii. Cavallo, Ascanio. *La historia oculta de la transición. Memoria de una época*, Santiago: Uqbar, 2012.
- iii. Godoy Urzúa, Hernán. *Estructura social de Chile*, Santiago: Los Andes, 2000.
- iv. Huneeus, Carlos. *El Régimen de Pinochet*, Santiago: Sudamericana, 2000.
- v. Llanos, Claudio. *Cuando el pueblo fue vencido. Estudios sobre la vía chilena al socialismo*, Valparaíso: EUV, 2014.
- vi. Montecino, Sonia, comp. *Revisitando Chile. Identidades, mitos e historias*, Santiago: Andros, 2003.
- vii. Ramón, Armando de. *Historia de Chile*, Santiago: Catalonia, 2008.

### **Suggested filmography**



- a. "I love Pinochet", Marcela Said, 2001
- b. "Salvador Allende", Patricio Guzmán, 2004
- c. "Machuca", Andrés Wood, 2004
- d. "La hija del General", María Elena Wood, 2005
- e. "La ciudad de los fotógrafos", Sebastián Moreno, 2006
- f. "Fiesta Patria", Luis Vera, 2007
- g. "El diario de Agustín", Ignacio Agüero, 2008
- h. "El derecho de vivir en Paz", Carmen Luz Parot, 2009
- i. "Nostalgia de la luz", Patricio Guzmán, 2010
- j. "Violeta se fue a los cielos", Andrés Wood, 2011
- k. "No", Pablo Larraín, 2012
- l. "Pinochet", Ignacio Zegers, 2012
- m. "Ecos del Desierto", Andres Wood, 2013.
- n. "Chile. Las imágenes prohibidas", Paz Díaz, 2013
- o. "Allende, mi abuelo Allende", Marcia Tambutti, 2015
- p. "Allende en su laberinto", Miguel Littin, 2015
- q. "Fernando ha vuelto", Silvio Caiozzi, 2016:
- r. "Mala Junta", Claudia Huaiquimilla, 2016.
- s. "Cabros de Mierda", Gonzalo Justiniano, 2017
- t. "La Isla de los Pingüinos", Guille Söhrens, 2018
- u. "El Patio", Elvira Díaz, 2018
- v. "ReMastered: Masacre en el Estadio", Bent-Jorgen Perlmutter, 2019

### **Online Resources**

- <http://www.memoriachilena.cl>
- <http://www.monumentos.cl>