

NOTE: This is a SAMPLE syllabus/itinerary and may not be the most up-to-date version. Please contact the faculty leader of this course for more recent information.



**GLS 255
Chile After Pinochet
Faculty Led Program
Winter Session 2018
Professor Jane De León Griffin
Bentley University**

Instructor Information:

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To learn more about this course, check out the following article on Bentley's Biz Blog:
<http://thebiz.bentley.edu/two-weeks-in-chile/>

You can also see pictures of previous years on the course's Facebook page and "Bentley University in Chile, Global Studies 255."

Course Information:

3 credits, Winter Session 2018
Travel time in Chile: Jan. 2-14, 2018

Course Description:

Today Chile is one of the strongest economies and safest nations in all of Latin America. Yet less than fifty years ago the country suffered a severe economic crises and a brutally violent military dictatorship. How has Chile come so far in such a short time? This will be the question we will attempt to answer in this class: Chile After Pinochet. This class studies the political, economic, and cultural history of Chile's military coup of 1973 and

the seventeen-year dictatorship that followed it. More importantly, we will also study how the country succeeded in putting a democratic end to its authoritarian regime and how it has re-established itself as a leader of democratic principles, cultural development, and economic strength within the Latin American region. Our studies will focus on key economic industries in Chile, including the publishing, retail, and tourism industries, in an attempt to understand how they have been affected by Chile's recent political history and what role, if any, they have played in the nation-state's democratic reconstruction. We will also meet with important social activists who represent some of the country's most politically relevant minority groups, namely women, indigenous peoples, human rights advocates, and student activists. Finally, our course study will also include interaction with Chile's incredibly unique national geography, specifically the Pacific coastline and the Andes Mountains. The dictatorship of General Pinochet in Chile was and is an incredibly divisive topic for all Chileans; many strongly argue that he brought economic freedom and wealth to the nation, while others vehemently decry him as inflicting violence and terror on his own people. Our class will explore these contrasting viewpoints, not in an effort to arrive at a definitive privileging of one over the other, but rather to understand the subtle contradictions endemic to this unique nation-state.

Course Goals:

The goals of this course are to:

- Educate students about Chile's recent political, economic, cultural and environmental history.
- Give students a real-life understanding of how another culture, its history, and its current political, social, and economic concerns and challenges.
- Help students understand the relationship between political systems, market economies, cultural traditions, and natural resources.
- Develop within the student a greater awareness of him/herself within a global context.
- Develop within the student a greater awareness of and respect for the global other.

Course Learning Objectives:

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

- Demonstrate a coherent understanding of the political and economic pressures that gave rise to Chile's military dictatorship of 1973-1990.
- Demonstrate a coherent understanding of how Chile's experience with dictatorship currently affects the country's political system, economy, cultural landscape, and natural environment.
- Demonstrate a coherent understanding of relevant social movements that are currently active in Chile and explain their significance within the context of Chile's post-dictatorial political environment.
- Provide insightful reflection on cultural differences personally experienced while traveling and studying in a foreign country.

Assignments and Evaluation:

Pre-Travel quiz: 10%

You will have assigned readings and movie screenings that you must complete before our first class meeting. These are listed in the “required readings and movies” section below. At our first class meeting, you will have a short quiz covering the material presented in these texts. The purpose of digesting these texts is for you to become educated about Chile’s recent history and to begin to form your own opinions and expectations about Chile and what you hope to encounter while there.

Pre-Travel Group Presentation: 10%

As soon as students are accepted to the course they will submit their top three preferences for a research topic that they will study throughout the course. There are **six** research topic options: 1) Valparaiso through the ages; 2) the student-led education reform movement; 3) women’s rights and gender/sexual equality; 4) indigenous communities and the environment; 5) human rights; 6) the Chilean tourism industry. The professor will place students into groups based on their preferences. There will be time at the first pre-travel meeting for groups to get together and discuss the group presentation, which will take place at the second pre-travel meeting. The professor will give each group a list of readings on their particular topic that they will collectively read and then present to the class at the second pre-travel meeting. The presentations should be **collaborative** (demonstrating that **all** members of the group have read **all** the articles presented and not one apiece) and they should **teach** the class something about the topic; the presentation should not be a simple summary of the articles read.

Travel Writings: 10%

Each student will be issued a travel journal at the airport before leaving for Chile. One of your greatest responsibilities in this class is to keep this journal with you throughout the trip; you will need to bring it with you to **all** of our scheduled activities, but you might also find it helpful to carry on you in your free time. This journal will have practical information about how to travel safely in Chile, and it will provide a detailed itinerary of what we will be doing each day. All of our scheduled activities are listed in the journal and each is accompanied by two writing components. The first of these is a series of “in anticipation” questions; these questions can reflect things that you hope to learn from the activity or things that you don’t understand and would like the presenter to explain. The second writing component listed in the travel journal for each activity is a reflection question; this question will serve as a prompt in helping you synthesize what you learned in this activity in relation to what you already studied about the topic before traveling to Chile. Your response should be approximately one hand-written paragraph and show genuine reflection and holistic thinking about the topic. You are expected to complete each of the two writing components for each activity on the same day that we do the activity. You will turn the whole journal in for evaluation at the end of the trip.

Post-Travel Individual Presentation: 10%

One week before the research paper is due (about two weeks after returning from Chile) we will have our final class meeting. During this meeting, each student will give a presentation on his/her final research paper. The purpose of this presentation is to ensure that everyone has a rough draft of their paper completed one week before the final draft is due; it is also to provide feedback to improve the quality of each paper. Students will be expected to provide constructive feedback to their classmates about their papers, and the professor will also provide her own feedback. While the pre-travel presentation was done in groups, this presentation, like the final paper, is an individual project. Each student should work along and produce original and unique research.

Final Research Paper: 25%

At our final post-travel class meeting you will submit a research paper (7-10 pgs typed) on the topic you have been studying throughout the course. Your paper will compare and contrast evidence you find in academic scholarship (both the sources you presented with your group at the beginning of the semester as well as sources that you find on your own) with evidence you found while traveling in Chile. Unlike the group presentation, the research paper is an individual assignment that you are to complete on your own. The instructor will give you specific instructions for the research paper.

Magazine Production: 10%

Our class will be collectively writing and publishing a magazine that reports our experiences traveling to Chile. The magazine will be composed of individual articles, which will each report on a particular activity we did while in Chile; each article will be accompanied by photographs that students took while completing this activity. You will be evaluated on the individual article you write, and not on the magazine as a whole. You will be submitting these articles after we return from Chile but before our last class meeting. We will be peer editing the articles during our last meeting. Once compiled, each member of the class will receive a copy of this magazine to keep, and to share with friends and family as a coherent visual and textual representation of what we did and what we learned on this trip.

Participation and Class Behavior: 25%

Since almost all of this class takes place abroad, your participation and personal conduct is crucial for the overall success of the class. Our group dynamic and your individual behavior matter more in this course than in those that take place within the walls of a classroom. Your Participation and Class Behavior grade will be determined by your attitude, your ability to protect the personal health and safety of yourself and your fellow classmates, your respect for the local culture and people, and the attention you invest in our class activities.

Course Materials:

Required readings and movies (to be completed for the first class meeting):

Benedikter, Roland and Katja Siepmann, “Chile: The Switzerland of the South?”

Challenge. September-October 2013. 56: 5, 5-31.

Constable, Pamela and Arturo Valenzuela. *A Nation of Enemies: Chile Under Pinochet*. New York: W.W. Norton and Company, 1993. (Chapters One, “The War”; Chapter Twelve, “Rebirth of a Nation”)

Costopoulos, Philip J. and Leidi Zaki. “Democracy in Real Time.” *Journal of Democracy*. July 2002. 13:3, 68-79.

Griffin, Jane D. *The Labor of Literature: Democracy and Literary Culture in Modern Chile*. Amherst/Boston: University of Massachusetts Press, 2016.

Wood, Andrés (Dir.) *Machuca*. Menemsha Entertainment, 2004.

Larraín, Pablo (Dir.) *No*. Sony Pictures Home Entertainment, 2013.

Helpful resources:

Chronology of what happened in Chile since 1973 onward:

<http://www.derechoschile.com/cronologia/cronoesp.html>

A pocket Spanish dictionary

Lonely Planet. *Chile and Easter Island* (country guide). 2012.

Films on Chile found in Bentley library:

Nostalgia de la luz / Nostalgia for the Light
Historias de fútbol/Football Stories
Threads of Hope
El diario de Agustín/ Agustín’s Newspaper
El caso Pinochet/ The Pinochet Case
Chile: la memoria obstinada/ Chile: Obstinate Memory
Fernando ha vuelto/ Fernando Is Back
La luna en el espejo/ The Moon in the Mirror
Julio comienza en julio/ Julio Begins in July
Motorcycle Diaries
The Judge and the General

Special student circumstances:

If you have any special circumstances that you would like your instructor to know about, please let her know as soon as possible. *This includes any special dietary restrictions and/or allergies that she should be aware of during our time in Chile*. Visit her during office hours or arrange to make an appointment to speak with her. Students with a documented disability who wish to receive academic accommodations in this course must first meet with the Coordinator of Disability Services, Stephanie Brodeur, in Campus Police 210.

Physical Activity:

Please be aware that faculty-led international courses/GBEs are not typical classroom experiences, and students may be expected to participate in physical activities during their time abroad. Some of these activities may be quite strenuous. Students may be asked to participate in physical activities, such as walking or hiking, as a part of the experience. Students are expected to participate in physical activities as a part of the course, unless they require any modification and/or reasonable accommodation due to a disability. Documentation from the Office of Disability Services will be required in such cases.

Disabilities:

Bentley University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate no student shall be denied the benefits of an education solely by reason of a disability. If you have a hidden or visible disability which may require classroom accommodations, please call the Office of Disability Services within the first 4 weeks of the semester to schedule an appointment. The Office of Disability Services is located in the **Callahan/University Police Building (POL, 2nd Floor, 781.891.2004)**. The Office of Disability Services is responsible for managing accommodations and services for all students with disabilities. In addition to contacting the Office of Disability Services, please (privately) identify yourself to me as soon as possible to go over an accommodation plan for your studies in our class.

Academic Integrity:

Academic integrity is taken seriously by Bentley and by your instructor. Make sure that you are familiar with the guidelines for academic integrity, cheating, and dishonesty that are explained in your Bentley Student Handbook. Anyone violating Bentley's code of academic integrity may face severe consequences that could include but are not limited to expulsion from Bentley. Always, always, always cite your sources; do not present the ideas and research of others as your own. You will be required to submit your research paper to turnitin.com. If you have concerns about the proper ways to cite, visit Professor Griffin during office hours. Student collaboration is not permitted on your research paper, although if your topic is similar to that of someone else in the class, you may conduct some of your research together. If your instructor catches you violating Bentley's academic integrity code, assume that you will face a severe sanction in the class and that the incident will be documented and reported to Bentley's academic integrity coordinator.

Inclusivity:

This course will be conducted in full accordance with the **Bentley Beliefs**. Please reread the Beliefs, which can be found at <http://www.bentley.edu/about/bentley-beliefs>

The Bentley Beliefs, particularly the first two regarding treating each other with respect and learning from each other's differences, are extremely relevant in this course. We will be spending a lot of intimate time together in many different contexts. Consequently, we will be sharing many of our own personal opinions and histories with each other.

Additionally, the course content will frequently present us with the opportunity to discuss

complicated and controversial issues that carry political and personal consequences. Students may at times feel uncomfortable with some of our conversations, both during formal class activities and during our free time together in Chile. Please do not allow discomfort or other emotions to silence you or to cause disrespectful behavior. All students should feel safe and respected at all times. Any student who does not feel both should contact the professor (confidentially, if desired), who will immediately work to remedy the situation.

The professor is a member of the Bentley **Ally Network**, which strives to create a safe environment for LGBTQ faculty, staff and students. Therefore, in addition to striving to abide by all applicable laws and University policies prohibiting discrimination or harassment based on race, sex, age, disability, religion, sexual orientation, color or national origin, the professor in this course is committed to conducting classes that seek to include and to treat equally all students, regardless of sexual orientation or gender identity. To this end, please note that the official class roster has only students' registered names but the professor will gladly address any student by an alternate name or gender pronoun once requested to do so (privately, if preferred). Any suggestions for other ways to enhance an inclusive classroom environment are welcome.

Itinerary of activities:

Sunday, Nov. 12: Pre-travel meeting #1 (location TBA) 7:00-10:00pm

- introduction to the course: learning objectives, assignments, themes, grades, timeline, etc.
- introduction to one another: our travel team.
- quiz on assigned readings and movies
- discussion of assigned readings and movies
- research groups meet and plan for the group presentation
- discussion about personal behavior while traveling (safety, professionalism, and fun)

Sunday, Dec. 3: Pre-travel meeting #2 (location TBA) 7:00-10:00pm

- group presentations
- discussion of the class magazine and assignment of individual articles
- review of final travel itinerary
- review of what to bring to Chile and logistical concerns (money, power cords, food, etc.)

Tuesday, January 2: Travel Day

- Depart Boston for Santiago, arriving in Santiago on the morning of Jan. 3

Wednesday, January 3: Arrive in Santiago

- Arrive in Santiago
- Transport to Hotel Loreto
 - Loreto 170

Bella Vista, Santiago
Phone: +56 2 777 1060
Website: www.loretohotel.cl

- Shower, rest, and regroup
- Group dinner

Thursday, January 4: Minority Social Movements: Feminism and the Students Education-Reform Movement

- Meeting with feminist activist, writer, and publisher, Pía Barros: “Micro-Fiction as a Form of Political Activism”
- Group lunch at Pía Barros’s house
 - Ruben Darío 42, La Reina, Santiago de Chile
 - +56 2 2266 1468
- Meeting with student activist Miranda Montealegre, “Understanding the 2006 and 2011 Student Movements: Successes and Failures in Education Reform”
- Dinner on your own

Friday, January 5: Human Rights under Dictatorship and in Democracy (Santiago)

- 10:00 am: Tour of downtown Santiago’s vestiges of the military regime and Santiago’s General Cemetery
- Group lunch at Peruvian restaurant El Aji Seco (Downtown Santiago)
 - Calle San Antonio 530, Santiago
 - +56 2 2638 8818
- 4:00 pm: Tour of the Lóndres 38 Memorial (Downtown Santiago)
 - Leopoldo Montenegro M (in charge of group tours)
 - Lóndres 38, Santiago Centro
 - Cell: 9220 5031
 - Tel: +56 2 2 638 8054
- Dinner on your own

Saturday, January 6: Cultural Production and Social Justice (Santiago)

- 10:00 am: Cartonera cardboard book-making workshop with Olga Cartonera,
 - Biblioteca de Santiago, Matucana 151, Santiago
 - +56 2 2328 2025
 - www.bibliotecasantiago.cl
- 1:30 pm: Group lunch at Chancho Seis
 - Barrio Yungay, Santiago de Chile
- 3:00 pm: Tour of the National Museum of Memory and Human Rights
 - Matucana 501, Metro Quinta Normal, Santiago - Chile
 - Fono: (56) 2 2597 96 00
 - Email: info@museodelamemoria.cl
- Dinner on your own

Sunday, January 7: Local Traditions vs. Global Culture (Santiago)

- Tour and scavenger hunt of La Vega Market and Patronato Shopping District (Downtown Santiago)

- Antonia López de Bello, Santiago Centro
- Group lunch at Como Agua Para Chocolate
- Tour and scavenger hunt of Costanera Center Mall (Providencia, Santiago)
 - Av. Andrés Bello 2425, Providencia, Santiago
 - +56 2 2916 9200
- Dinner on your own

Monday, January 8: The Tourism Industry: Getting to Know Chile's Unique National Geography

- Travel to Cascada de las Ánimas in the Cayon de Maipo (1 hour)
 - Cascada de las Ánimas
 - +56 2 2861 1303
- Horseback riding excursion into the Andes Mountains (2 hours)
- Group lunch at Cascada
- Optional afternoon at Cascada: pool-time (free) *or* white water rafting trip (paid for individually)
- Return to hotel (arrive between 6:00-7:00pm)
- Dinner on your own

Tuesday, January 9: Travel Day

- Travel to the airport
- Fly to Temuco
- Travel to Lago Budi Lago, Mapuche Community Llaguepulli
 - Phone: +56 65265604
 - Website: www.lagobudi.cl
- Dinner at Comunidad Llaguepulli

Wednesday, January 10: The Mapuche People: The Struggle for Political Autonomy, Cultural Respect, and Environmental Conservation

- Lago Budi, Mapuche Community Llaguepulli
 - Phone: +56 65265604
 - Website: www.lagobudi.cl
- Morning activity: cooking class
- Group lunch
- Afternoon activities: Mapuche worldview and Kayak around the lake
- Group dinner

Thursday, January 11: The Mapuche People: The Struggle for Political Autonomy, Cultural Respect, and Environmental Conservation

- Lago Budi, Mapuche Community Llaguepulli
 - Phone: +56 65265604
 - Website: www.lagobudi.cl
- Morning activity: Palin game
- Travel to Temuco
- Air travel from Temuco to Santiago

- Travel by van from the airport in Santiago to Reñaca (1.5 hours)
- Piero's Hotel
 - Borgoño 14.529, Reñaca
 - Phone: 56+32+2383737
 - Website: www.pieroshotel.com
- Group dinner in Reñaca

Friday, January 12: Beach Day

- Free beach day in Reñaca
- Group dinner in Reñaca

Saturday, January 13: Fly Home

- 10:00 am take city bus to Valparaíso
- 11:00 am “Valparaíso te amo” city tour
- 2:30 pm group lunch in Valparaíso
- 4:00 pm take city bus back to Reñaca
- 5:00 pm vans pick us up at hotel to take us to the airport in Santiago
- 7:00 pm arrive at the airport in Santiago
- 10:00 pm fly home

Sunday, January 14: Arrive Home

- 10:30 am arrive in Boston

Friday, January 26, 2018

- Submit magazine articles to professor De León Griffin via Blackboard

Sunday, January 28: Post-Travel Session (Location TBA)

- 7:00-10:00 pm
- Individual Research Presentations
- Peer Editing of magazine articles

Monday, Feb. 5: Submission of final work

- Submit final research paper and magazine articles to Professor De León Griffin via email; submit travel log in hard copy to her office, MOR 382