

CONTEMPORARY CHILE

COURSE CODE	SEMESTER						
	SCT	UD	CAT	TALL	LAB	PC	
RRII1082	4	64					
SEMESTER							REQUIREMENTS
	64 CONTACT HOURS						SPANISH B1 & B2
COURSE DESCRIPTION							
<p>Know the contemporary history of Chile from 1970 to the present day and the effect of the neoliberal model as an economic, social and cultural phenomenon; favoring oral and written communicative exchanges between students.</p> <p>To do this, we will study the political evolution of Chile, especially throughout the 20th century, using bibliography and audiovisual material (film and documentaries) and we will analyze the causes, development and consequences of the “social outbreak” of October 2019, through its different social and cultural manifestations, which lead to the proposal for the development of a new political constitution.</p> <p>The period covers moments of rupture, such as the 1973 Coup d'état and the subsequent Pinochet Military Dictatorship (1973-1990), as well as moments of continuity, from the Transition to Democracy to the Social Outbreak (October 2019). This course considers that the contemporary history of Chile (since 1970) represents a paradigm, within the global context, that allows us to understand the rise and decline of the neoliberal model in the Western world: the neoliberal model is imposed in Chile during the Pinochet Dictatorship, is consolidated and strengthened during the democratic governments of the post-dictatorship and manifests its crisis and collapse during the social protest movements that began in October 2019.</p>							
COMPETENCES ASSOCIATED WITH THE PROFILE							
<p>The student who wishes to take this course must have an intermediate B1 or B2 level of Spanish, which allows them to develop skills as a social agent, intercultural speaker and autonomous learner.</p>							

It is expected that the student as a social agent can:

- To handle with ease the frequently used sources of information required for the understanding of contemporary, social and political reality, which allow interaction with the people with whom students interact
- Exchange opinions, points of view, personal experiences, feelings and desires around topics of personal or general interest related to contemporary society.
- Make value judgments in relation to the oral or written texts with which one works.

It is expected that the student as an intercultural speaker can:

- Recognize cultural diversity and the influence that one's own cultural identity can have on the perception and interpretation of other cultures in general and the cultures of Hispanic countries in particular.
- Reduce the influence of prejudices, clichés and ethnocentric positions when interpreting and approaching the new reality, in a context of globalization.
- Take advantage of cultural diversity as a source of enrichment of one's own intercultural competence.

It is expected that the student as an autonomous learner can:

- Identify the areas in which you are able to carry out the learning process autonomously and the degree to which you are able to do so.
- Make your own belief system about language learning more flexible.
- Make the most of the advantages associated with your own learner profile and investigate strategies to explore new ways of learning, incorporating the contents of the subject into your own areas of interest.
- No prior knowledge is required, but it is desirable to have basic and general notions of the history of Chile and/or the history of their respective countries of origin.
- It is expected that students will be able to develop their critical capacity and propose their own interpretations based on historical and documented foundations, relating current events to their immediate and historical causes.

LEARNING OUTCOMES OF THE COURSE

- Learn about the contemporary history of Chile in a local and global context.
- Recognize and understand the processes of change and continuity in the recent history of Chile. Understand the current situation of the Western world from the Chilean case as a paradigm of the neoliberal model.
- Identify the historical background and foundations (from 1900) and recognize the external influences that explain the current situation in Chile.
- Use documents and historical sources from the past to interpret and explain recent history.
- Analyze recent history in historical perspective, weighting personal/subjective experiences appropriately.
- Present personal and original proposals on the interpretation of the facts and conflicts studied in the course.

KEY CONTENTS

- Different versions and interpretations of the story. Development and evolution of social conflicts in Chile.
- The implementation of the neo-liberal model during the Dictatorship (1973-1989).
- Origins of inequality in Chile and presence of foreign investment.
- Popular art and music as a manifestation of social protest.
- Social outbreak 2019: synthesis of social, economic and political conflicts throughout the history of Chile.
- Proposals and future perspectives.

TEACHING AND EVALUATION METHODOLOGIES

The course is taught in the classroom through direct face-to-face teaching (it can be online if conditions require it) and with group interaction. The teaching methodology includes expository classes by the professor and, based on the exposed content, student participation in case studies, debates and presentations.

Within all the methodological forms of teaching, the exhibition of musical, cinematographic works and graphic representations is considered in order to analyze, explain and/or exemplify certain concepts and processes.

The activities in class will allow a diagnostic evaluation to be carried out about the specific content covered in each of them, through the participation of the student.

There will be at least 3 formative evaluations throughout the teaching process in which students must prepare an argumentative essay that demonstrates the acquisition of the expected knowledge and skills and personal proposals consistent with them in each topic. The student will be given meaningful feedback that allows for continuous improvement in their learning process and resolves any concerns they may have. To these evaluations are added activities in classes that allow evaluating the student's understanding.

The final evaluation (exam) consists of the presentation of a group project, of a summative nature, that demonstrates mastery of the contents applied to a collective and creative proposal, evidencing a synthesis of the course through different documentary sources, and that incorporates the use of technological tools in a final project.

BASIC BIBLIOGRAPHY

- Gabriel Salazar, Julio Pinto, "Historia Contemporánea de Chile". Lom ediciones, Santiago 2010
Gabriel Salazar, "Ser niño huacho en la historia de Chile". Lom ediciones, Santiago 2006
Andrés Baeza et al, "Historias del Siglo XX Chileno". Ediciones B Chile, Santiago, 2008
Jorge Baradit, "Historia Secreta de Chile", Vol. 1,2,3. Ed. Sudamericana , Santiago, 2015.
Tomás Moulian, "El consumo me consume". Lom ediciones, Santiago 1998

COMPLEMENTARY BIBLIOGRAPHY

Desigualdad, raíces históricas y perspectivas de una crisis, Nicolás Eyzaguirre Hasta
que valga la pena vivir, Constanza Mitchelson

La caída del jaguar, crónica del estallido social en Chile, Gonzalo León