



**S F S** THE SCHOOL  
FOR FIELD STUDIES

# Language, Culture, and Society of Chile

## SFS 2001

### Syllabus

The School for Field Studies (SFS)  
Center for Climate Studies (CAS)  
Puerto Natales, Chile

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise. Course content may vary from semester to semester.

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## Course Overview

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The Language, Culture, and Society of Chile course is provided in two integrated modules:

- I. Chile: History, Culture, and Society. Rodrigo Hernandez & Guest Lecturers
- I. Spanish

The Spanish module is designed to provide students with working knowledge of the Spanish language for communication, according to their initial level of competence.

The Society and Culture module aims to provide students with an initial national and local historical and cultural context for understanding the cultural and political complexities of contemporary Chile.

The Spanish module comprises 20 hours and the Society and Culture module comprises 10 hours, for a total of 30 instructional hours, equivalent to 2 credits.

Instructional parts of the course will be complemented by opportunities for participation in community and cultural activities. The course does not provide cultural immersion, rather it aims to provide students with initial tools they can build on outside class time during their time in Peru. We encourage students to take advantage of these opportunities!

## Learning Outcomes

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To complement lectures, the students will participate in activities designed to provide insight and experiences with the cultural and historical context of Peru and its varied geography and ethnic composition, along with language competence in Spanish.

Course activities, including lectures, field visits and cultural orientation, along with the Spanish classes, will facilitate direct interaction with the local population in a variety of contexts related to the program's topics. This will contribute to a more refined understanding of our center's region within larger Peru, and the capacity for enhanced communication in Spanish language.

Though we will be working in a multilingual cultural context, Spanish, the national *lingua franca* will ease communications with local people.

## Assessment

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We expect active participation in the discussion and analysis of classes, readings and field activities. Supplementary information and materials for discussions in Module One will be given sufficiently ahead of time. Student performance will be evaluated based on the assessment items and their proportional weight in determining your final grade (described in the table below) based on the achievements of students in both modules.

Each assessment item will be evaluated on an individual basis. This is a 2-credit course whose hours are divided between both modules. The culture and language class provides a basic background on Chilean society, but does not have the same number of contact hours as the 4-credits of the other courses in the program, and thus, it does not have the same workload.

**Grade contestations in any of the below items should be requested in writing at least 24 hours after assignments are returned. No corrections will be considered afterwards.**

Assessment Item	Value (%)
<b>Module 1: Patagonian culture and history</b>	<b>40</b>
Field Reflection	20
Round Table Discussion	20
<b>Module 2: Spanish Language</b>	<b>60</b>
In-class participation/assignments/midterm evaluation	45
Final Exam	15
<b>TOTAL</b>	<b>100</b>

### **Module 1: Patagonian culture and history (40% of the course)**

**Field Reflection (20%):** Students will be expected to keep notes on the guest lectures, field visits, and any course related activities, as well as just general experiences while in Chile. Students will also be expected to make observations of cultural differences between both their home and all of the locations they visit on program. Some questions to keep in mind as you are taking notes:

- What are the histories of the people in the areas I am visiting?
- How do the histories of the peoples influence the current cultural landscape of Chile?
- How are the different cultures intertwined with the available natural resources of the regions?
- How would I describe my culture to the people in this region? Does this change with who I am talking to? Why?
- What is most surprisingly different or similar from my culture?

You will be asked to use your notes to synthesize a reflection paper based on our activities. Your paper should compare the culture of southern Patagonian, northern Patagonian and Argentinian communities you visit based on your experiences during our outings and expeditions. Think about similarities and differences you observe during our visits: dress, speech, behavior/customs, worldview, resource use, history, etc. You do not have to cover everything, you can focus on one or two particular aspects if you wish, but your paper should reflect thought on whatever subject you choose to focus on. Feel free to consult with the professor beforehand.

Your essay should be 2 single spaced pages. The expectation is that you will write a thoughtful account of what you have experienced/learned of past and present Chilean culture, what you think are some of the influences on the complex human landscape in Chile, and how it is unique within a broader world context (either from your academic or personal knowledge).

**Round Table Discussion (20%):** Students will participate in a round table discussion, where the students will share an image (picture, video or other form of imagery) of one of their favorite things or moments from their time in Chile and construct a quick and concise narrative around “what this picture says about Chilean culture to ME” they will share with the group (you will have no more than 6 minutes for this). You will be asked to share the importance (to you) of what is happening in the picture, as well as some of the culturally important aspects of the image. The discussion will be moderated, but students will be expected to ask about other images, compare culturally significant parts of different images, and overall be engaged in a lively discussion about differences in culture (both among Chilean locales and between our own different backgrounds). The round table discussion will take place for 1.5 hours. Students will be graded on, 1) the script or explanatory text, which they should give to the professors at the end of their presentation, 2) their preparation for the discussion following their presentation, and their constructive participation in classmate’s presentations.

## **Module 2: Spanish Language (60% of the course)**

Students will be assessed with in-class exercises and activities. In addition to these exercises, they will also have a graded mid-term evaluation to assess their grammar and oral improvement and a graded final exam. Improvement will come from active class participation.

**Final Exam (15%):** The Spanish final exam will be conducted in class and will include information from the entire term.

## **Overall Course Grading Scheme**

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A	95.00 – 100.00%	B+	86.00 – 89.99%	C+	76.00 – 79.99%	D	60.00 - 69.99%
A-	90.00 – 94.99%	B	83.00 – 85.99%	C	73.00 – 75.99%	F	0.00 - 59.99%
		B-	80.00 – 82.99%	C-	70.00 – 72.99%		

## **General Reminders**

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**Readings and Other Resources:** You are expected to have read all the required articles and book chapters and/or viewed required films prior to class. These will supplement information given in classes. Information from required readings and exercises will be part of the course assessments. All readings will be made available as PDFs or in hard copy.

**Plagiarism:** Using the ideas and material of others without giving due credit, is cheating and will not be tolerated. A grade of zero will be assigned if anyone is caught cheating or aiding another person to cheat either actively or passively (e.g., allowing someone to look at your exam).

**Deadlines** are instated to promote equity among students and to allow faculty ample time to review and return assignments before others are due. As such, deadlines are firm and extensions will only be considered under extenuating circumstances. If you believe that you have been prevented from completing your work on time for reasons beyond your control (e.g. illness), make sure that you discuss the classes with faculty members as soon as possible, and certainly, before the assignment is due. Late assignments will incur a penalty proportional to the length of time given to prepare them. This means an assignment that is one day late when students were given two days to work on it will have 50% of total points removed from the grade awarded for that assignment.

Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while with SFS and our reputation in the community. Therefore, it is important that you are prompt for all activities, bring the necessary equipment for field exercises and simply get involved.

## **Module I: Culture & Society of Chile**

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This module seeks to introduce the students to the cultural diversity of Chile and provide a broader historical and social context for their semester in Peru through a combination of lectures, classroom discussions, site visits and cultural experiences.

The module takes advantage of our center’s location in Southern Patagonia and our extensive travel throughout the region is to provide direct interaction with diverse communities and provide students with a foundational understanding of the history and cultural expressions this vast region. Reading materials will contribute a basic historical understanding of the multi-ethnic Chilean society that form the socio-cultural complexities of contemporary Chile. The combination of lectures, discussions and field experiences will help students understand the processes of such a culturally rich place. Aside from class participation in activities and discussions, students will be assigned essays to reflect on their experiences and draw on the background information provided.

Some of the course topics will complement those touched on in other courses but will provide a wider lens in terms of time and space. We will also explore how Chilean cultures and societies have both shaped and been shaped by the country’s diverse environments.

This Course Module comprises 10 hours of instruction.

## Module I: Course Content

**TYPE-** L: Lecture, **FV:** Field Visits, **LAB:** practical exercises, **D:** discussion

<i>Type</i>	<i>Time (hrs)</i>	<i>Lecture Title and Description</i>	<i>Schedule &amp; Readings</i>
<b>CL1</b> <b>(L)</b>	<b>2</b>	<p><b>Introduction to Chilean Culture &amp; Language</b> A brief introduction to course content and expectations.</p> <p><b>9/11 in Chilean history (1973)</b> Examination of the violent coup d’état that began 17 years of military dictatorship (1973-1990), historical context that made the coup possible, and elements that are still at play in Chilean society.</p>	<p>Prior to class, students should view: <i>Machuca</i> (2004)</p> <p><i>missing.</i> (1982)</p> <p>History of the Coup d’etat in Chile 1973 (ABC News piece)</p>
<b>CL2</b> <b>(L, FV)</b>	<b>2</b>	<p><b>Chilean independence and 19<sup>th</sup> Century Chile: Cultural unification and erasure</b> One-hour lecture on events surrounding Independence Day, and the push to create a unified nation and culture at the expense of other cultural identities—a common practice in the 19th and 20th centuries in Chile.</p> <p><b>Guided visit to the celebrations associated with Independence Day(s) (<i>fiestas patrias</i>) in Puerto Natales</b></p>	
<b>CL3</b> <b>(L)</b>	<b>2</b>	<p><b>Original people and cultures in Patagonia</b> This section of the course will explore the original peoples of Patagonia, and how evidence of humans in the region for the last 14,000 years could better inform historical understanding of how homo sapiens moved around the planet in prehistoric times.</p>	<p><i>Reading:</i> TBD</p>

<b>CL4 (L)</b>	<b>2</b>	<b>1919: The Great Strike of Ultima Esperanza</b> Using Spanish language materials to practice language skills to review readings on the great strike of Puerto Bories, 4km outside of Puerto Natales, which still reverberates in town.	<i>Reading:</i> Three chapters from <i>La Rebelión de los tirapiedras</i> (Arriagada)
<b>CL5 (L)</b>	<b>2</b>	<b>The Patagonia Revolt: 20<sup>th</sup> Century to present</b> We will use the novela "El paso del diablo" (Oyarzun 2004) and film Patagonia Rebelde to understand how a revolt in the 1920s affects local attitudes and culture today.	Reading/Resources: Oyarzun (2004)  Movie: <i>Patagonia Rebelde</i> (1974)
	<b>10.0</b>	<b>TOTAL INSTRUCTIONAL HOURS</b>	

## Reading List

Quer, Matías, Mateluna, Ariel, Martelli, Manuela., Küppenheim, Aline., Luppi, Federico., Wood, Andrés, Herrero, Gerardo., et al. (2006). Machuca. Venice, Calif. : Menemsha Films, Inc. : distributed by FotoKem Film & Video.

Costa-Gavras, Lemmon, Jack., Spacek, Sissy., & Shea, John,. (2004). Missing. Universal City, CA : Universal.

Dinges, John,. (2004). The Condor years : how Pinochet and his allies brought terrorism to three continents / John Dinges. New York : New Press.

Arriagada, Ramón. (n.d.) La Rebelión de los Tirapiedras. Punta Arenas.

Oyarzún, Pavel. (2004) El paso del Diablo. Punta Arenas.

Harambour, Alberto. (2019). Soberanías fronterizas: Estados y capital en la colonización de Patagonia (Argentina y Chile, 1830-1922). Valdivia: Ediciones Universidad Austral de Chile.

Farnsworth, Elizabeth, Lanfranco, Patricio., Cediell, Andrés., & Pearce, Richard. (2008). The judge & the general. New York : Distributed by The Cinema Guild.

Olivera, Hector. (1974) Patagonia Rebelde. Distributed by Tricontinental Film Center.

***Readings and resoures subject to change.***

## MODULE II: Spanish Course

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This course has been designed with the main objective of giving the students an improved knowledge of Spanish language in accordance with their initial level of competence. Through in-class practice, they will develop writing, reading, and oral conversation skills useful for their continued development of the language. Grammar will be covered in a sequence from its basic initial components for the beginners to a more advanced level for those which have a more advanced knowledge of Spanish.

The course will be taught in three levels (Spanish I, II, and III), with students being assigned to the appropriate level according to their performance in an initial assessment.

Conversation will be a fundamental part of the course. These conversation sessions will enhance an increased use of vocabulary and the development of oral abilities.

This Course Module comprises 20 hours equivalent spread over 7 weeks (4-6 hours of instruction per week).

At the end of the course the students in each level are expected to be able to have developed their Spanish skills to the following:

**Spanish I:** Students will be able to name and identify objects using the appropriate articles and use appropriate personal pronouns and singular and plural forms of verbs. They should be able to form basic sentences and communicate basic ideas orally and in writing.

**Spanish II:** Student will be able to conjugate verbs and form sentences for effective communication, including answering questions in a simple conversation. They should use personal pronouns and verb number easily, and use past, future, and present tense effectively to indicate time, using these skills to communicate their ideas orally and in writing.

**Spanish III:** Students will be able to conjugate irregular verbs and form more complex sentences for expressing their ideas. They will effectively communicate ideas in different tenses (present, perfect and imperfect past, future and participial forms) and numbers both in writing and conversation.