



S F S THE SCHOOL
FOR FIELD STUDIES

Language, Culture, and Society of Chile

SFS 2001

Syllabus
2 credits

The School for Field Studies (SFS)
Center for Climate Studies (CCS)
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 CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that they may present. In other words, this is a field program, and the field can change.

Course Overview

The name “Patagonia” evokes many ideas whenever it is stated. These ideas developed through vast sociocultural connections through history, always shifting and molding itself to new realities. “Patagonia” identifies a location as well as the peoples and cultures that have come to live in that location at various points in time. “Patagonia” refers to implicit and explicit frontiers, which also paint different visions of what lies beyond the liminal space of those frontiers. And this is the single word given to a particular physical and mental space. But a word is not a language. Indeed, languages are more than mere lists of words, grammars, and syntaxes. The ideas, feelings, and particular understandings of the world that nest within any given culture give rise to a myriad cultural expressions and language uses in a society. To understand the multiple layers of meaning found in the sweeping social landscape of Patagonia, from the estancias on the extensive Pampa, where gauchos ride, to the sierras where guanacos roam, we will evaluate the culture of Patagonia through the lenses of language and reflections on society through transversal themes that will carry you through the semester.

This course will provide two lines of interfacing with Patagonia, connecting you with the language and culture in Patagonia, learning some of the linguistic variety at the Southern edge of the Americas, exploring the historical-cultural contexts of that vocabulary, and learning about the cultural shifts that have defined the region, from before Magellan’s voyage through the Strait in 1520 through to voting for a new Constitution.

With the examination of today’s society through its language and culture through transversal themes, you will have a chance to reflect on various social contexts. This can help you develop a well-rounded understanding of Patagonia as a cultural space, which simultaneously overlies, intermingles, and undergirds the physical, ecological, and political processes covered in the other courses.

Learning Objectives

To complement in-class lectures, the students will participate in activities designed to provide insight and experiences with the linguistic and cultural contexts of Chile and its varied geography and ethnic composition. Course activities, such as lectures, field visits, and cultural orientation, will facilitate direct interaction with culture and language throughout the program. This will contribute to a more refined understanding of Chilean Patagonia and develop a meaningful lived experience of a distinct socio-historical-linguistic territory.

Thematic Components and Research Direction

The Language, Culture, and Society of Chile course is provided as a set of modules that cover:

- Spanish language (16 hrs)
- Patagonian Culture (13.5 hrs)

The **Spanish Language** (Spanish) module focuses on developing students’ capabilities in the Spanish language – the dominant language of Patagonia. This will be done through a variety of means, based on the skill level of the students, including discussions, partner practice, interactive exercises, readings, and lectures, using the language as a mode of cultural interaction. In class, you will practice Spanish in real-world settings and develop skills to help you interact with the people and places in the Semester.

Students will be placed in one of two groups, based on initial level of Spanish capabilities:

- **Los Cóndores:** Introductory Spanish
- **Las Cachañas:** Intermediate & Advanced Spanish

The **Patagonian Culture** (Culture) module comprises 13.5 hours of field visits and discussions and runs concurrently with the “Spanish” module. It aims to provide students with a national and local historico-social context for understanding the social complexities of contemporary Chile. This module examines social contexts of Chilean Patagonia, by developing and examining social identities through time. In that focus, students will have an opportunity to reflect on their own social identity by contrasting them against those seen in the course through time. In this way, students will develop a stronger sense of the social constructions that build and buttress their own identities.

To help explore Patagonian culture, you will examine various transversal themes. The set transversal themes are below, but other may be added or suggested by students.

Food - the ingredients and cooking methods of different foods speak to cultural contexts that connect people over time. From traditional local foods and ancient modes of cooking to imported ingredients and transplanted recipes, what people instantiate for eating is a cornerstone of understanding the language and culture of an area.

Music/dance - the styles of music and dance that are transmitted across generations and that are simultaneously developed by new generations connect a people to a shared language of rhythm and sound. These can include modalities carried with immigrants as well as novel evolutions of traditional styles. Music that moves the body brings with it its own vocabulary and culturo-historical understanding.

Clothing/style - the sartorial selections used by a people speak to their connection with history and environment. Sometimes, these connections are in flux or out of sync, while at other times, are driven by larger social forces. Examining stylistic clothing choices can provide insights to the social and physical factors that portions of both the day-to-day and special-occasion definition of a location’s culture.

Architecture/built environments - how humans have defined their built space can tell an observer many stories about history, prestige, dominance, and economy. How a building mimics the style of another place, what materials it uses and their provenance, and the degree to which it suits its environment all speak to the ways in which culture - and its associated language - has developed and shifted in an area.

Gardens/parks - how humans define public areas, such as gardens, plazas, and parks, has a long history that indicates the ways in which a society evaluated the utility and importance of different forms of “open” spaces. In a similar way, these open spaces can serve to provide insight as to the societal relationships with a “natural” world, either to create a distance from “nature” or to bring it into a human-shaped landscape.

Animals - what function do different animals serve in various societies? The history of human interactions with animals mirrors and intersects with social developments, destructions, or evolutions. Understanding the societal expression and rationalization of its ever-changing relationship with animals - across different landscapes - can provide a deep understanding about the social contexts of an area and the people that live there.

Immigration - the immigration story of different groups within a society can stretch from a single generation to thousands of years. Some of these stories serve to maintain cultural elements from the “original” culture. Other stories connect to markers of class through history. Even others may describe desires for cultural conformity. Understanding some of the ways in which immigration is written into the fabric of a region can uncover how language follows immigration and how cultural identity can be driven by - or contrasted against - certain immigration stories.

Assessment

The evaluation breakdown for the course is as follows:

Assessment Item	Value (%)
Participation	20
Spanish evaluation 1	15
Spanish evaluation 2	15
Cultural notes, photos, and videos	20
Video essay script	10
Culture video essay	20
TOTAL	100

Participation (20%)

You should be prepared for each academic session. For this course especially, this means active participation in class activities, such as conversation practice, dancing traditional dances, and preparing and cooking traditional dishes. Note: this graded component is shared between the Spanish and Culture portions of the course.

Spanish evaluation 1 (15%)

Each Spanish level will be evaluated on their level of Spanish acquisition. The different Spanish levels will have evaluations, based on course content.

Spanish evaluation 2 (15%)

After traveling around Patagonia (with SFS and on your own), you will have had various opportunities to practice your Spanish skills. You may have also acquired skills and vocabulary that were not covered in class. This second evaluation will be your opportunity to show not only what you have retained over the second half of the teaching semester, but also - as a bonus - what you have gained during that time.

Cultural notes, photos, and videos (20%)

We will be traveling to various locations throughout the semester, and these trips will provide you with many structured and unstructured opportunities to explore different cultural aspects associated with the transversal theme you will present in your Short Culture Video. You will be asked four (4) times throughout the semester to provide the materials and associated notes that you took for your video.

Video-essay script (10%):

You will develop a script for your culture video-essay. This script should clearly introduce your transversal theme, the context in which you will examine it, the specific examples that you will use, and what conclusions and/or inferences you can draw through your personal perspective. The script can be written in either English or Spanish.

Culture video-essay (20%):

Your final course evaluation will be a short video-essay that traces the various contours of the transversal theme that you have chosen to examine. Your video-essay should include relevant footage from throughout the semester, and it should remain true to the script you submitted. The video-essay must include Spanish, based on your proficiency. Video essays can be developed by 1 person (3 minutes), or in pairs (5 minutes). Note: this graded component is shared between the Spanish and Culture portions of the course, so groups of two need to be in the same Spanish level and be looking at the same transversal theme.

Grading Scheme

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

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

Plagiarism – using the ideas or material of others without giving due credit – is cheating and will not be tolerated. A grade of zero will be assigned for anyone caught cheating or aiding another person to cheat either actively or passively.

Deadlines – Deadlines for written and oral assignments 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; extensions will only be considered under extreme circumstances. Late assignments will incur a penalty of 10% of your grade for each day you are late. After two days past the deadline assignments will not be accepted anymore. Assignments will be handed back to students after a one-week grading period.

Participation – 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 course is mandatory, it is important that you are prompt for all activities, bring the necessary equipment for field exercises and class activities, and simply get involved.

Course Content

Code	Title and outline	Hours
LCS01	Orientation: Introduction to the outline of the LCS course.	1.0
LCS02	Culture: Chilean Patagonian History. Selection of themes.	1.5
LCS03	Spanish <ul style="list-style-type: none"> • Córdores: Conocer y entregar información personal • Cachañas: Descubriendo Chile y su geografía 	1.5
LCS04	Culture: Indigenous peoples and White explorers	1.5
LCS05	Culture: TBA	1.5
LCS06	Spanish in Pingo Salvaje <ul style="list-style-type: none"> • Córdores: Conocer colores, números y figuras geométricas. • Cachañas: La leyenda de Sol y Luna 	1.5
LCS07	Spanish <ul style="list-style-type: none"> • Córdores: Nombrar y describir vestuario 	1.5

Code	Title and outline	Hours
	<ul style="list-style-type: none"> • Cachañas: Shakleton y el liderazgo 	
LCS08	Culture in Punta Arenas: Immigration and its influence today	1.5
LCS09	Culture at Vega Castillo: Country life	1.5
LCS10	Spanish <ul style="list-style-type: none"> • Cóndores: Preparación Evaluación 1: comprar y describir vestuario • Cachañas: Evaluación 1 	1.5
LCS11	Spanish <ul style="list-style-type: none"> • Cóndores: Evaluación 1 • Cachañas: Comida e inmigración 	1.5
LCS12	Spanish <ul style="list-style-type: none"> • Cóndores: Expresar gusto y disgusto por comida • Cachañas: Gauchos y animales 	1.5
LCS13	Spanish <ul style="list-style-type: none"> • Cóndores: Conocer comida típica chilena • Cachañas: Expectativas de cultura en tu Midsemester Break 	1.5
LCS14	Culture in Chiloé: Curanto	1.5
LCS15	Culture: Puerto Natales architecture, gardens, and more	1.5
LCS16	Culture: Music	1.5
LCS17	Culture: Dance	1.5
LCS18	Spanish <ul style="list-style-type: none"> • Cóndores: Preparación Evaluación 2: ordenar comida en restaurante • Cachañas: Preparación Evaluación 2 	1.5
LCS19	Spanish <ul style="list-style-type: none"> • Cóndores: Evaluación 2 • Cachañas: Evaluación 2 	1.5
LCS20	Culture: Culture video-essay screening	1.5
	TOTAL	29.5