



## **CHILEAN SOCIETY AND COMMUNITY ACTION**

CHILEAN UNIVERSITIES PROGRAM-VALPARAÍSO

**Suggested US semester credit hours:** 3 credits

**Course length:** Semester

**Delivery method:** Face to face

**Language of Instruction:** Spanish

### **COURSE DESCRIPTION**

The course presents an overview of Chilean society in the Latin American and world context, which makes it possible to situate the internship experience in the socio-historical context of which it forms part. It proposes a reading of the reality considering the social, economic and political dimensions. It relates the contents of the course to the students' internship in a community organization, through reflexive instances and discussion in classes.

It is expected that the course will enable the students to develop a contextualized reading of the Chilean reality, and their own intervention process in a field of action from a specific organization or institution.

### **STUDENT LEARNING OBJECTIVES**

- 1) Identify social, economic and political processes that cross the daily life of the subjects with which it is linked in relation to their internship experience.
- 2) Recognize the action of different actors and their relationships in the processes of continuity and change of the specific field of action.
- 3) Analyze social policies as participants in the field in which the organization or institution where the internship takes place, recognizing elements of the political project they carry.
- 4) Contextualize the internship experience in a specific field from an analytical and reflective perspective through a written essay and an oral presentation.

### **COURSE CONTENT**

Although three units of contents are presented, the treatment of them will not be in a linear sequence, while it is understood that all three allow the analysis and reflection of the internship experience.

### I. Looking at Chilean society

- From the recognition of economic, political, social processes
- Notions of change and persistence
- Social intervention in Chile (focused on institutional contexts linked to internships)

This unit presents a framework for reading the Chilean context, regarding the most relevant changes that have occurred in the last forty-three years in Chile, while recognizing elements with persistence. It is intended to contextualize the action of the institutions and organizations in which the internship takes place, in Chilean society. Special attention will be paid to contents such as: the military dictatorship (1973-1990), and its different effects in present-day Chile.

### II. Fields of action: State intervention and civil society

- The concept of field as axis of reading
- The actors and their relationships
- Public policies and social policies
- Paradigms of social intervention

This unit seeks to recognize community action as part of the relationships that different actors deploy in a social field, which is guided by interests and conceptions about reality, from which projects of society are disputed. The central articulator concept is the one of field, making a particular reading of the fields with which the students are related in relation to their experience of internship.

### III. The daily dimension

- Daily life, institutions and subjects

The central concept to be worked is that of daily life, insofar as it allows us to appreciate the modes of relation, the routines of subjects and institutions, while at the same time making it possible to recognize the naturalizations / normalizations present in that reality.

### **Methodology:**

- Lectures, with active participation of students.
- Group discussions, exhibitions, analysis of texts, documentaries, among others.
- At the same time, the internship experience of each student will be presented and analyzed individually and collectively, having as central focus the actions carried out by them, in the context of the organizations and institutions in which they are inserted.
- Presentation of the works done by the students, regarding topics of interest, that emerge from the internship.

### **Requirements**

- Attendance at 80% of class hours.
- Completion of 100% of the 48 hours of internship during the semester.
- Participation in the learning activities proposed in the framework of the course.

### **Evaluation**

The final note of the internship is composed as follows:

- Class note: 80% (by teacher)
- Note from the host organization where the student does the internship: 20%

**Detail class evaluation:**

- Works and participation in classes: 20%
- Essay 1: Ethnographic review: 30%
- Final essay: written, 30% and oral presentation, 20%

**Class schedule:**

- One session of 90 minutes each week (total 12 sessions)
- 2 individual sessions

**READING LIST****Mandatory**

Corvalán, J. (1996) Los paradigmas de lo social y las concepciones de intervención en la sociedad. N°4.  
Reguillo, R. La clandestina centralidad de la vida cotidiana. Quintatapa. Revista de artes visuales.1

**Complementary**

De la Maza, G (2004) Políticas Públicas y Sociedad Civil en Chile: El Caso de las Políticas Sociales (1990--2004). Revista Política n° 43, N° 43, Primavera 2004, pp. 105-148  
Ffrench-Davies, R (2008) Chile entre el neoliberalismo y el crecimiento con equidad. JC Sáez Editor. En Revista NUEVA SOCIEDAD 183, pp. 70-90  
Garretón, M. (2001). Chile y las sociedades latinoamericanas en un mundo globalizado. Conferencia Inaugural de la Cátedra de Estudios Chilenos Pablo Neruda  
Hernández, D. (2000): "Cultura y Vida cotidiana. Apuntes teóricos sobre la realidad como construcción social" Revista Sociológica, año 15, N°43. Mayo agosto 2000.  
Lechner N. (2002): Las sombras del mañana: la dimensión subjetiva de la política. LOM. Santiago. Chile.  
Montecinos S. (2010): Re-encantando Chile: Voces Populares. Cuadernos Bicentenarios. Chile.

***Specific articles and documents pertinent to the realities in which the internships will be developed will be incorporated.***

**ACADEMIC INTEGRITY**

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course

and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.