



## ***Chilean Universities Program, Valparaíso***

### ***EXPLORING CHILE: COMMUNITY AND CULTURE (C & C)***

#### **Course Description:**

This course is designed to assist students in getting the most out of their learning abroad experience through thoughtful reflections, critical analysis and discussion about contemporary Chile while exploring key concepts such as community and interculturality. This course fosters the opportunities and tools to allow students to blend their intercultural learning with an exploration of local community groups and relevant issues influencing Chilean culture and society. Through this course students are encouraged to engage with the communities in which they are living and question their own perspective of the world, while learning to appreciate similarities and differences between cultures and communities and thus gain a more meaningful integration into these communities. By developing their intercultural competencies during their semester in Chile, this course aims to prepare students for future personal and professional contexts where navigating cultural difference is essential.

#### **Objectives:**

- 1. Basic understanding of cross-cultural and cultural integration processes** through students' critical reflections of their own lived experiences in Chile. Students are expected to develop a basic understanding of these processes through their own intercultural competences (e.g. understanding their own cultural identity and the complexities of cultural difference and similarity; knowing and being able to identify stereotyping vs. generalizations).
- 2. Engagement with the community.** Students are expected to:
  - engage in meaningful and on-going ways in the community in which they are living through one or more activities: internships or volunteer work with community organizations or as active members of a campus or community-based student organizations.
  - understand the dynamics that exist in the conformation of different communities in Chile from an intercultural perspective.
- 3. Basic understanding of key socio-cultural, economic and political issues** that have impacted Chile in its history and have helped define the society today. This understanding will be based on presentations, discussions and reflection.

**Methodology:**

Through group discussions and invited speakers, this seminar encourages students to have awareness of their own cultural context and the new one they are facing in Chile. Students are required to actively participate, providing opinions and reflections about their new reality. In accordance with the development of Spanish language competency that is vital for host community engagement, all program activities will be conducted in SPANISH.

**Contact Hours:**

- 15 weekly sessions (two pedagogical hours (90 minutes) each session) including 10 group discussion sessions and 5 classes from cultural "insiders" (knowledgeable local experts).
- One (1) two hour "Re-entry" workshop at the end of the semester.
- 2 hours per week commitment to community engagement work (total 20 to 25 hours minimum).

**Session meeting times:**

Wednesdays, 3:40- 5:10 pm

(\* a specific class may need to be scheduled at a different time and will be notified in advance)

**"Chile: Exploring Community and Culture" Seminar Guide/instructor:**

*Vania Berrios*: Masters in Intercultural Communication, University of Viadrina, Frankfurt, Germany;  
Licénciate, Literatura Hispanoamérica, Pontificia Universidad Católica de Chile, Santiago, Chile

**Assessment:****Successful completion will be given upon the completion of the following:**

- 80% attendance at group discussions and talks by cultural insiders
- 80% fulfillment of community engagement
- Active group participation
- Submission of one reflection paper (2-3 pages)
- Brief report after each excursion with its respective speaker/class (1 page)
- Submission of periodic observation journal entries (minimum 8 journal entries- 1 page per entry)
- Final Presentation of "Digital storytelling" projects

**Activities:**

- 1. Group Discussion:** Participating students will gather for ten (10) sessions during the semester to discuss their cross-cultural and intercultural processes and community engagement experiences with program companions and the C&C guide who will facilitate the group discussions.
- 2. Class with Cultural Insiders.** Participants will meet for five (5) sessions to learn about key issues in Chile presented by an individual(s) knowledgeable about these issues (e.g. professor or topic specialist, local organization/cultural group member). All sessions will include opportunities for dialogue with learners. These sessions will be directly related to IFSA program excursions and will assist learners to better contextualize the excursions as part of their overall understanding of Chile.

## Topics:

- a. *Valparaíso*: World Heritage city: Historic treasures and new identities
  - b. *Cultural traditions and Sustainability*: Fishing traditions and coastal marine sustainability (Fall) or wine harvest celebrations and rural Chilean realities (Spring)
  - c. *Human Rights and Memory*: Building a culture of tolerance and respect for difference
  - d. *Immigration in Chile*: From discrimination towards cultural encounter
  - e. *Indigenous Peoples in Chile*: Past histories and present challenges
3. **Journaling**: Participating learners submit journals with guided exercises of observation of day-to-day cultural practices and how they are engaging and learning about/from their cultural surroundings. C&C guide will review and comment on learners' journal entries. These reflections will form part of the material of discussion for the following group discussion sessions. (total of 8 journal entries)
4. **Reflective Paper**: Participating learners submit one essay related to the IFSA excursions they participate in, relating concepts pertinent to each theme, their process of the intercultural encounter and their own learning abroad experience (2-3pages).
5. **Excursion Reports**: Each student will do a brief "report" after each of the 4 excursions addressing what they experienced on the excursions (and related speakers/classes) in relation to their understanding of Chilean culture (1 report per excursion (1 page each).
6. **Final Presentation Project**: Prepare a creative "video-clip" (digital storytelling video, (2- 4 minutes in length) in which, through images, videos, dramatizations, narrations, sounds, etc. the participant responds to the question: *What is interculturality from my perspective?*  
(Presentations are given near the end of the semester)
- The use of a Latin American or Chilean song that the participant selects to accompany his/her narration of his or hers intercultural experience in Chile is recommended. This is a *creative* project and thus is open to the diversity of forms that the participant chooses in order to respond to the main question.
7. **Community Engagement**. Students choose a community and spend a minimum of two hours per week involved in an activity in that community (20-25 hours in the semester). This can take the form of an internship or volunteer placement and include participation in recreational club, arts or environmental organization, student clubs, and more. IFSA staff will assist learners with obtaining placement opportunities.
8. **Re-entry Workshop**: A two-hour re-entry workshop near the end of the semester.

### Workshop Objectives:

- a. Assist students in reviewing/unpacking their intercultural experience in Chile.
- b. Examine common processes of re-insertion into students' home communities.

- c. Guide students in the preparation of their own personal processes of cultural re-adaptation, academic and professional growth and civic reengagement that they will experience upon their return home.

**Credit:** The Pontificia Universidad Católica de Valparaíso (PUCV) grants **3 credits** for successful completion of this course (course code: **PIIE 311**).

**Non-credit option:** Students from U.S. universities which will not accept credit for this course will be awarded an IFSA- Butler University certificate for successful completion of the C & C course.

**Calendar:** Students will receive detailed calendar of the contents of each session at the first session of the semester long course.

### **Bibliography:**

#### **Assigned Readings**

Rural Chilean realities and seasonal farmworkers:

- *Chile en el espejo: Temporeras*. Documental realizado por HispanTV, 2014. <https://www.youtube.com/watch?v=O3pQ1zeepkQ>. Consultado el 20.03.2015
- Ojeda, Andrés. "Temporeros denuncian exclusión en el nuevo estatuto laboral". Noticia del diario on-line *Radio Universidad de Chile*, 31.12.2014. <http://radio.uchile.cl/2014/12/31/trabajadores-rechazan-exclusion-en-el-debate-del-nuevo-estatuto-del-temporero>. Consultado el 20.03.2015.
- Trafilaf, Sandra. "Mujeres rurales e indígenas exigen garantías laborales". Noticia del diario on-line *Radio Universidad de Chile*, 29.11.2014. <http://radio.uchile.cl/2014/11/29/mujeres-rurales-e-indigenas-exigen-garantias-laborales-de-territorio-y-alimentarias>. Consultado el 20.03.2015.

Human Rights and Memory in Chile:

- González, Marianne y Sandoval, Marcela. *Entrevista a Steve J. Stern: el concepto mismo de memoria tiene una historia que nace a través de una lucha*. Revista Anuario de Derechos Humanos n° 8: 211 - 221, 2012. Chile.

Immigracion, Present and Past, in Chile:

- Galaz-Mandakovic, Damir. "*Xenofobia y racismo: ritual sociopolítico selectivo estructural del norte de Chile*". Noticia del diario on-line *Le Monde Diplomatique*: <http://www.lemondediplomatique.cl/Xenofobia-y-racismo-ritual.html>. Consultado el 02.04.2015.
- Basulto, Rebeca Araya. "*Radiografía a inmigrantes en Chile: Crecieron 78,5% en 8 años*" Publicado en La Segunda Online. <http://www.lasegunda.com/Noticias/Nacional/2014/12/983732/radiografia-a-inmigrantes-en-chile-crecieron-785-en-8-anos>. Consultado 22/07/15.

The Mapuche and their Wallmapu:

- Viera, Patricia B. "*Kume Mögen, o "Vivir en armonía: reivindicación de la lógica ancestral para habitar territorios"*". En Revista electrónica "*Distintas Latitudes*" <http://www.distintaslatitudes.net/author/paty-viera>. Publicado 15/3/2011. Consultado el 22.07.2015
- Cárcamo, Luis y Cladellas, Ramón. *Contextos culturales y percepción del tiempo en Chile*. Revista Austral de Ciencias Sociales n°17: 101-110, 2009. Chile.
- Fernández, Pablo y Henríquez, Andrea. *La Voz Mapuche*. Documental. Argentina-Chile, 2009.

#### Volunteering and Community Engagement:

- Illich, Ivan, *To Hell with Good Intentions*. Address to the Conference on Inter-American Student Project, Cuernavaca, Mexico, April 1968. In J. Kendall and Associates (Eds.), *Combining service and learning: A resource book for community and public service*, Vol I. (pp. 314-320) National Society for Internships and Experiential Education. 1990. Raleigh, N.C., USA.

#### Re-entry:

- Citron, Jim and Mendelson, Vija. *Relationships, Roots, and Unpacking*. *Transitions Abroad Magazine*, 2005.  
[http://www.transitionsabroad.com/publications/magazine/0507/coming\\_home\\_from\\_study\\_abroad.shtml](http://www.transitionsabroad.com/publications/magazine/0507/coming_home_from_study_abroad.shtml). Consultado el 03.04.2015.
- LaBrack, Bruce. *Preparing to Return Home: Quick Tips*. <http://eca.state.gov/files/bureau/preparing-to-return.pdf>. Consultado el 03.04.2015.

#### **Complimentary Readings**

- Hammer, Mitchell R. et al. (2003): *Measuring intercultural sensitivity: The intercultural development inventory*. In: *International Journal of intercultural Relations*.
- Hofstede, G. (1980) *Culture's consequences: international differences in work-related values*.
- Iglesias Casal, Isabel. (2001): *Construyendo la competencia intercultural: sobre creencias, conocimientos y destrezas*. In:  
[http://www.aulaintercultural.org/IMG/pdf/Isabel\\_Iglesias.pdf](http://www.aulaintercultural.org/IMG/pdf/Isabel_Iglesias.pdf)
- Montecino, Sonia, editor, (2010). *Re-encantando Chile: Voces Populares*, pp. 397-410. Lorenzo Aillapan Cayuleo, el Hombre Pájaro.
- Cárcamo Ulloa, Luis et al. (2009) *Revista Austral de Ciencias Sociales - Contextos culturales y percepción del tiempo en Chile*  
[http://mingaonline.uach.cl/scielo.php?pid=S0718-17952009000200006&script=sci\\_arttext](http://mingaonline.uach.cl/scielo.php?pid=S0718-17952009000200006&script=sci_arttext)
- Paige, R. Michael et al. (2010) *Maximizing Study Abroad: Preparing to return home*. (pp. 139-169).