

## OTHER DISCIPLINES

### Chilean Culture

#### ACADEMIC PROGRAM

##### A. Course General Records

|  |                   |
|--|-------------------|
| Course Name  | : Chilean Culture |
| Pre – requisites   | : None            |
| Co – requisites  | : None            |
| Credits  | : 8               |
| Course position within the curriculum (semester or year) | : N/A             |
| Number of sessions per week                              | : 2               |
| Academic hours of classes per semester                   | : 64              |
| Practical academic hours per semester                    | : None            |

##### B. Summary OD Course: Chilean Culture

The purpose of this three-unit course is to help students explore different cultural and historical issues in order to gain a better understanding of concepts and dynamics that make Chilean society and culture function. Students will be encouraged to participate in class, read, view documentaries / films, research and discuss selected material dealing with past and current topics, attitudes and perceptions prevalent in the country.

##### C. General Framework

UDD has a commitment to educate students using a solid teaching model. Following this purpose, the OD (Other Disciplines) courses offer a chance to increase students' motivation and high

interest for other areas of knowledge aside from their discipline. Today this results fundamental in the education of any well-prepared professional.

From this perspective, the main purpose and emphasis will be set on providing students a broad historical and cultural knowledge to learn, comprehend and value different aspects through a transdisciplinary and integrated approach.

#### **D. Course Intentions**

The course “Chilean Culture” has the intention to help students explore different cultural and historical issues in order to gain a better understanding of concepts and dynamics that make Chilean society and culture function. It also remarks different geographical features to convey the greatness of unique aspects of the country.

In order to achieve this goal, the course is structured in three units: Everyday life & customs; Historical events & business; Archeology & Natural Wonders. Students will be encouraged to participate in class, read, research, view documentaries / films and discuss selected material dealing with past and current topics, attitudes and perceptions prevalent in some parts of the country. Students will be encouraged to build and express a personal well-documented opinion on the subject matter.

#### **E. Main Course Objectives**

Conceptual aspects:

- Identify the differences between past and present, urban and rural life in Chile.
- Recognize the historical, cultural and economic issues involved in shaping the country’s culture.
- Analyze different cultural expressions within a common national culture.

Procedural aspects:

- Apply gained conceptual knowledge to specific study cases.
- Analyze cultural processes on the light of different interpretations and viewpoints.
- Develop the ability to discuss relevant topics in an open forum.
- Research a topic and manifest a point of view in writing a formal essay.
- Compose a personal and well-founded opinion about Chilean culture and heritage.
- Practice teamwork and cooperative skills.

Attitudinal aspects:

- Develop a critical sense of thinking in order to express opinions.
- Respect different and often opposing perspectives regarding a topic.
- Value cultural development as a result of tradition and change.
- Value teamwork, diversity and multiculturalism.

## **F. Contents**

### **Unit I – Everyday life& customs**

Daily routines. Definition of core concepts: culture, civilization, identity, folklore, etc.

Leisure activities.

Education.

Past & current customs.

Health, Food & habits.

Lifestyles: Fashion v/s tradition

Bibliography:

[www.kwintessential.co.uk/resources/.../chile.html..inam-right.htm](http://www.kwintessential.co.uk/resources/.../chile.html..inam-right.htm)

[www.culturecrossing.net/basics\\_business\\_student](http://www.culturecrossing.net/basics_business_student)

[www.chile-travel.com/chile-activities.html](http://www.chile-travel.com/chile-activities.html)

<http://www.readex.com/readex/product.cfm?product=292>

### **Unit II - Historical events & business**

Aboriginal people: past and present.

Prominent leaders: profile and achievements.

Economic activity: products, natural resources, industry, and trade routes.

Bibliography:

[http://en.wikipedia.org/wiki/Pre-Columbian\\_era](http://en.wikipedia.org/wiki/Pre-Columbian_era)

<http://www.jstor.org/stable/3196013>

<http://www.thefamouspeople.com/political-leaders.php>

Parliamentary Republic (2010). Wikipedia.

[http://en.wikipedia.org/wiki/History\\_of\\_Chile\\_during\\_the\\_Parliamentary\\_Era\\_\(1891-1925\)](http://en.wikipedia.org/wiki/History_of_Chile_during_the_Parliamentary_Era_(1891-1925))

- Presidential Republic (2010). Wikipedia.

[http://en.wikipedia.org/wiki/Presidential\\_Republic\\_\(1925-1973\)](http://en.wikipedia.org/wiki/Presidential_Republic_(1925-1973))

- Socialist Republic (2010). Wikipedia.

[http://en.wikipedia.org/wiki/Socialist\\_Republic\\_of\\_Chile](http://en.wikipedia.org/wiki/Socialist_Republic_of_Chile)

- Radical Governments (2010). Wikipedia.

[http://en.wikipedia.org/wiki/Radical\\_Governments\\_of\\_Chile](http://en.wikipedia.org/wiki/Radical_Governments_of_Chile)

- Chile under Allende (2010). Wikipedia. [http://en.wikipedia.org/wiki/Chile\\_under\\_Allende](http://en.wikipedia.org/wiki/Chile_under_Allende)

- 1973 Chilean Coup d'état (2010). Wikipedia.

[http://en.wikipedia.org/wiki/1973\\_Chilean\\_coup\\_d%27%C3%A9tat](http://en.wikipedia.org/wiki/1973_Chilean_coup_d%27%C3%A9tat)

- Chile under Pinochet (2010). Wikipedia.

[http://en.wikipedia.org/wiki/Chile\\_under\\_Pinochet](http://en.wikipedia.org/wiki/Chile_under_Pinochet)

- Miracle of Chile (2010). Wikipedia. [http://en.wikipedia.org/wiki/Miracle\\_of\\_Chile](http://en.wikipedia.org/wiki/Miracle_of_Chile)

- Transition to Democracy (2010). Wikipedia.

[http://en.wikipedia.org/wiki/Transition\\_to\\_democracy\\_\(Chile\)](http://en.wikipedia.org/wiki/Transition_to_democracy_(Chile))

[http://en.wikipedia.org/wiki/Annales\\_School](http://en.wikipedia.org/wiki/Annales_School)

[http://en.wikipedia.org/wiki/Latin\\_America](http://en.wikipedia.org/wiki/Latin_America)

### **Unit III - Archaeology & Natural Wonders**

Archaeological sites and ruins.

Tourism and National Parks.

Art, folklore, literature, music.

Geographical features.

## Religion

### Bibliography:

[en.wikipedia.org/wiki/Monte\\_Verde](http://en.wikipedia.org/wiki/Monte_Verde)

[www.mapsofworld.com/chile/.../a...](http://www.mapsofworld.com/chile/.../a...)

[archaeology.about.com/od/chile/](http://archaeology.about.com/od/chile/)

<http://www.travel-amazing-southamerica.com/south-america-national-parks.html>

<http://www.bootsnall.com/articles/11-04/the-incredible-national-parks-of-south-america.html>

History of Chile (2010). Wikipedia.

• Steinberg, Ashley. Rebels Without Cause: Chile's disaffected 'Pokemones' don't care much about politics. They're too busy having sex (2008). Newsweek.

<http://www.newsweek.com/id/124098/>

González, Juan Pablo. The Making of a Social History of Popular Music in Chile. *Latin American Music Review / Revista de Música Latinoamericana*, Vol. 26, No. 2 (Autumn - Winter, 2005), pp. 248-272. University of Texas Press.

<http://www.jstor.org/stable/4121680>

• Morris, Nancy. Canto Porque es Necesario Cantar: The New Song Movement in Chile, 1973-1983. *Latin American Research Review*, Vol. 21, No. 2 (1986), pp. 117-136. The

Latin American Studies Association. <http://www.jstor.org/stable/2503359>

[www.gochile.cl/en/national-parks.html](http://www.gochile.cl/en/national-parks.html)

[www.visitichile.com/en/chile.../national-parks/](http://www.visitichile.com/en/chile.../national-parks/)

[http://en.wikipedia.org/wiki/Geography\\_of\\_South\\_America](http://en.wikipedia.org/wiki/Geography_of_South_America)

[http://gosouthamerica.about.com/od/geography/Geography\\_of\\_South\\_America.htm](http://gosouthamerica.about.com/od/geography/Geography_of_South_America.htm)

Godoy, Óscar. Creencias y prácticas religiosas en Chile: un caso de inconsistencia.

*Estudios Públicos*, 85 (verano 2002).

[en.wikipedia.org/wiki/Religion\\_in\\_Chile](http://en.wikipedia.org/wiki/Religion_in_Chile)

[www.mapsofworld.com/chile/.../r...](http://www.mapsofworld.com/chile/.../r...)

[chile-hoy.blogspot.com/.../encuesta-bicentenario-sobre-religiones.ht](http://chile-hoy.blogspot.com/.../encuesta-bicentenario-sobre-religiones.ht).

### **G. Teaching Methodology**

All the relevant contents of the unit will be presented by the teacher who will also encourage students to join teams in order to study and accomplish group assignments. Class will be more the type of a workshop and a forum rather than a lecture. Individual active participation in class discussions will be highly considered to develop procedural and attitudinal aspects.

Students are expected to capitalize their own multidisciplinary backgrounds by approaching topics from a particular point of view.

Students must arrive punctual to class having previously read the assigned readings and willing to engage in class activities to demonstrate research, verbal and writing skills.

### **H. Evaluation**

Two mid-term exams, referring to contents and assigned bibliography corresponding to:

Units I, II. (40% each 20%)

Group assignments. (20%)

Group presentation. (20%)

Individual writing. (20%)

Final exam: written essay. (30%) (UDD regulations apply)

Quality participation in class discussions and practical activities will award bonus points applicable to exam grades.

Any individual or group assignment, work or presentation not turned in nor given on due date without a medical excuse will be graded between 1.0 and 5.0 maximum.

Quality performance in all written and oral activities must show language command, valid argumentation and logical reasoning.

**A minimum of 75% of attendance will be mandatory to be able to take the course's final exam.**