

Syllabus

Chilean identity expressions through popular culture

A. General Information

1. Academic Unit	OFFICE OF THE UNDERGRADUATE VICE-PRESIDENT					
2. Program	HUMANITIES TRACK					
3. Code	TRH261					
4. Location in the curriculum	A.A. degree					
5. Credits	8					
6. Type of course	Mandatory		Elective	x	Optional	
7. Duration	Bimonthly		Semi-annual	x	Annual	
8. Modules per week	Theoretical	2	Practical		T.A.	
9. Class hours	Classes	68	Teaching Assistance			
10. Prerequisites	None					

B. Contribution to the Graduate's Profile

Taking into consideration the changes in the work environment, which have to do with the global environment, diversity and interdisciplinary perspective, our University has designed an Educational Project that providing a strong disciplinary formation in coherence with the needs of the work world, It helps the students to develop new skills and knowledge that allows them to successfully face the professional scenario that awaits them at the end of their undergraduate training. Within this context the courses arise with the clues and the topics that aim to contribute, through the extradisciplinary training, towards the most enriching learning experiences that prepare them for the changing work world.

A course such as Chilean identity expressions through popular culture allows students from different academic study fields an effective opportunity to analyze essential set of traits that convey and support underlying features of "Chilenidad" that makes society and culture function. Each student's active participation will contribute to our comprehensive understanding and value of Chilean heritage that involves customs, traditions, life styles and feelings. The gain from an interdisciplinary dialogue and an integrated approach will spring from sharing critical and individual observations, reactions, reflective communications, class performances, vivid discussions and debates.

C. General Competencies and Learning Outcomes from the Course

Generic Competencies	General Learning Outcomes
<p><i>ANALYTICAL VIEW</i></p> <p><i>GLOBAL VISION</i></p> <p><i>COMMUNICATION</i></p> <p><i>ETHICS</i></p>	<p>Analyzes aspects of Chilean popular culture in different geographic and social environments through observation of real and fiction circumstances.</p> <p>Formulates well documented arguments to support a personal opinion regarding life styles and values within Chilean society in a debate.</p> <p>Explores underlying specific features in common Chilean people and historical issues of concern by analyzing study cases in order to gain a better understanding and appreciation of dynamics that make Chilean society and culture function.</p> <p>Engages in building an interpretation of facts, behaviors, customs and cultural patterns through essay writing.</p>

D. Units, Content and Learning Outcomes

Units and Content	Competency	Learning Outcomes
<p>Unit 1 Appealing daily life habits, customs, music and beliefs in:</p> <p>a) Urban/rural lifestyle; official traditional and popular cooking; celebration rites, regional secular and religious fiestas and leisure time.</p> <p>b) From traditional folklore heritage (representatives like: Huasos Quincheros) and “bailes de salon” to Popular Folklore innovations (representatives like: Margot Loyola, Violeta Parra and Luis Advis) and “Bailes de la tierra”.</p>	<p><i>Communication</i></p> <p><i>Analytical view</i></p> <p><i>Global vision</i></p> <p><i>Ethics</i></p>	<p>-Describes past and present, urban and rural official and popular Chilean culture expressions by preparing and performing a skit.</p> <p>-Analyzes behavior, customs and Chilean life styles through specific study cases.</p> <p>-Reflects on cultural processes on the light of different semantic contributions, interpretations and viewpoints reporting observations from documentaries.</p>

		-Debates on common life aspects stressing an argumentative ability when reflecting in a collaborative discussion.
<p>Unit 2 Historical nation's image through events & issues of concern.</p> <p>a) Political crisis and outcomes. b) Aboriginal people past and present.</p>	<p><i>Communication</i></p> <p><i>Analytical view</i></p> <p><i>Global Vision</i></p> <p><i>Ethics</i></p>	<p>-Analyzes the historical, cultural and economic issues involved in crisis and shaping the country's identity in popular culture by writing an essay.</p> <p>-Interprets different political cultural product pattern features within the common national culture through specific real or fiction study cases.</p> <p>-Researches on different didactic, causes and effects in cultural expressions within common conflicts in national culture developing problem based learning.</p> <p>-Identifies the different stages of an evolving conflictive identity that reaches present, urban and rural life in Chile through practical classroom work.</p>
<p>Unit 3 Art & People's participation.</p> <p>a) Chilean identity under the scope of Humor and comedy. b) Chilean identity traits communicated through press, TV, radio, and social media.</p>	<p><i>Communication</i></p> <p><i>Analytical view</i></p> <p><i>Global Vision</i></p> <p><i>Ethics</i></p>	<p>-Researches a topic of national art manifestation and expresses his point of view writing an essay.</p> <p>-Discusses to evaluate regional urban and rural different subjects to communicate in a speech the findings and conclusions.</p> <p>-Reflects on the collective social code that underlies ludricous expressions of Chilean popular culture by performing a short play.</p>

E. Teaching Methods

All unit relevant contents will be presented by the teacher who will also encourage students to join in to study and accomplish collaborative group assignments.

Course will be more the type of a workshop stressing forums, debates and discussions rather than a lecture. Students are expected to elaborate a strong argument and coherent personal opinion. In this way, individual active participation in analytical and reflective class activities will be highly considered to reach learning outcomes in the subject.

Students are expected to capitalize their own backgrounds by approaching topics from a multidisciplinary point of view engaging in oral presentations, performances and different written reports.

F. Evaluation

Two mid-term exams, referring to contents and assigned bibliography corresponding to Units I, II, III.

A partial evaluation average for Group assignments, presentations and Individual writing done through the semester.

Final exam: written essay.

Quality of performance in any class assignment, activity or student work –oral or written- should demonstrate careful preparation, organization, analysis and proficiency in language command. Reasoning and argumentation should also be logical, effective and coherent.

Assistance Requirement:

The course includes a mandatory attendance requirement, which implies that a maximum of 6 absences will be allowed for all students, counted from the completion of the “Eliminate-Agrega” process, which is indicated in the respective academic calendar. The student who does not comply with this requirement will not have the right to take the Final Exam, according to the Academic Regulations apply to Regular Student. In the case of students pursuing a law degree, their maximum absence will be of 4 classes completed the “Eliminate-Agrega” up to the date established in the document "Procedure of Justifications of Absence in Track Courses for law students".

G. Learning Resources

Obligatory bibliography

Simon Collier and William F. Sater, A History of Chile, 1808-1994 by Cambridge Latin American Studies, first published 1996, reprinted 1997, 1998, 1999, Cambridge University Press.

Complementary bibliography

1.-Bernardo Subercaseaux, (2011) “Historia de las ideas y de la cultura en Chile”, Vol 1, 2, 3, Editorial Universitaria.

2.-Gabriel Salazar, Julio Pinto. (1999) Historia contemporánea de Chile Vol 2, 3,4, 5 Santiago, Chile: LOM Ediciones

- 3.-Francisco Antonio Encina & Leopoldo Castedo (1940-1952). «Tomo II. La Colonia y la Ilustración». Historia de Chile desde la Prehistoria hasta 1891. Santiago. ISBN 956-8402-70-5.
- 4.-José Miguel Varas, Juan Pablo González (2005) En busca de la música chilena. Crónica y antología de una historia sonora. Cuadernos Bicentenario. Santiago, Comisión Bicentenario.
- 5.- Sergio Villalobos, (1980) Historia del Pueblo Chileno, Ed. Zig-Zag, Santiago de Chile.
- 6.-Simon Collier and William F. Sater, Historia de Chile, 1808-1994 (1998) Cambridge University Press
- 7.-Luis Advis y Juan Pablo González (1999) Clásicos de la Música Popular Chilena, Vol I 1900 – 1960 2da edición. Ediciones Universidad Católica de Chile, Santiago, Chile.
- 8.- Luis Advis, Eduardo Cáceres, Fernando García y Juan Pablo González (2000) Vol II 1960 – 1973 Raíz folklórica. 2da edición. Ediciones Universidad Católica de Chile, Santiago, Chile.
- 9.-Daniel Muñoz y Pablo Padilla (2008) Cueca Brava. La fiesta sin fin del roto chileno. (Investigación periodística.) RIL Editores. Santiago. ISBN 978-956-284-645-5.
- 10.- Santiago Figueroa Torres, Cancionero de la Cueca Chilena (2004). Tajamar Editores Ltda.