

Syllabus
“CHILE: CULTURE AND IDENTITY”

A. General Information

1. Academic Unit	UNDERGRADUATE VICERECTOR OFFICE					
2. Program	TRACK HUMANIDADES					
3. Code	HTR20226					
4. Location in the curriculum	BACHILLERATO/LICENCIATURA					
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						

B. Contribution to the Graduate’s Profile

Bearing in mind the changes in the labour market, mainly those related to the global environment, diversity, and an interdisciplinary view, Universidad del Desarrollo intends to educate students through an educational project that allows them to develop new skills, competencies, and knowledge. Students receive a solid education in their branch of knowledge, consistent with the needs of the working world so that they successfully enter their professional field at the end of undergraduate education. Thus, Track courses are designed with the aim of helping students gain enriching learning experiences through extra-disciplinary education that prepares them for changing and challenging employment standards.

“Chile: Culture and Identity” class, belongs to **Humanities Track** courses and intends to understand the concepts of culture and identity through varied milestones and events of Chilean history. Considering reflective and debatable topics, students develop the University’s General Competencies of “Critical thinking” and “Communication”.

C. General Competencies and Learning Outcomes from the Course

Generic Competencies	General Learning Outcomes
<i>Critical Thinking</i>	<p>Evaluate the impact of Chilean history on its people's identity and culture, adopting a clear and substantiated position through the classes' analysed issues.</p> <p>Reflect on the permanence or loss of identity values in present-day Chile.</p> <p>Inquire with peers about identity values within their environment and argues their permanence in Chilean culture.</p> <p>Express ideas in spoken and written form, adopting positions and discussing ideas through debates.</p>
<i>Communication</i>	

D. Units, Content and Learning Outcomes

Units and Content	Competency	Learning Outcomes
<p>Unit 1. Understanding basic concepts.</p> <ul style="list-style-type: none"> • What is "identity"? What characterises Chilean identity? 	<p><i>Critical Thinking</i></p> <p><i>Communication</i></p>	<p>Reflect on Chilean collective identity and culture, and the US influence on it through history and in the present days (COIL activity).</p> <p>Evaluate the presence of the lecture themes in daily life, communicating them through a written reflection.</p>
<p>Unit 2. Chilean identity configuration through history.</p> <ul style="list-style-type: none"> • Shaping a society. • Shaping a Nation. • Shaping of cities. • National heritage. 	<p><i>Critical Thinking</i></p> <p><i>Communication</i></p>	<p>Identify the colonial racial and cultural mixing as Chile's present-day's society's basis, along with its consequent social division.</p> <p>Recognize international influence in Chile's Republican conformation.</p> <p>Understand cities as spaces where material and immaterial heritage is represented.</p> <p>Evaluate the presence of the lectures' analysed topics in daily life, through debates.</p>
<p>Unit 3. Final regards.</p> <ul style="list-style-type: none"> • Chilean identity reflection. • Conclusions. 	<p><i>Critical Thinking</i></p> <p><i>Communication</i></p>	<p>Reflect on Chilean identity and culture in a Latin American historical context.</p>

E. Teaching Methods

The course is structured within varied learning methodologies, such as:

- **Lectures:** class' main contents are provided to students through lectures. All students are expected to actively listen and take notes on the lectures and discussions to remain focused in class and prepared for the exams and quizzes.
- **Group work:** Students must sit with peers from different majors assigned by the instructor from the first class and throughout the semester. With this group, they will share and participate in class activities and team dynamics. Although debates also require group work, they will be assigned according to students' interests and not the major they are studying.
- **Individual work:** students are also expected to participate in class individually -lectures answers and participation will be registered through Peardeck- and also when assessing the written task reflections, final essay and test -summative tasks-.
- **Oral presentation and debates:** considered to develop critical thinking and communication skills individually or in groups through these activities.

F. Evaluation

The course considers the following summative assessments:

- **Written tasks/reflection:** students individually analyse a topic of their election in two opportunities. These will be evaluated through Canvas only, under a given structure and criteria and complemented with a self-evaluation for the presentation grade.
- **COIL video project:** The COIL project will be part of a collaborative online learning experience. The class will work remotely with students in the US (University of Dayton, Ohio) for a month beginning the week of March 27. Objectives and evaluation criteria will be posted once the semester begins.
- **Oral presentation:** each student is expected to present his/her written task topic in front of the class throughout the semester. The instructor will randomly assign orders, and volunteers may start. Notice written tasks/reflection due dates and evaluation rubric posted on Canvas.
- **Team Dynamic:** each group prepare an interactive, fun activity for the class to reinforce the course contents. Preparation, originality and understanding of the topic will be considered for the grade and a self and peer evaluation.
- **Debate:** students learn how to take a position and develop arguments to defend it in front of a group. Student interest is considered when assigning the groups, as well as a formative preparation of this summative instance.
- **Class participation:** through the semester, students are expected to express a positive attitude, participate, reflect their best efforts when working, show self-directness and bring material required in class.
- **Essay proposal:** the final essay guideline involving topic and sources selection and argument elaboration help students prepare their final essay.
- **Exam grade:**
 - **Part A (Essay):** the proposal's elaboration is evaluated in the course's most meaningful assessment, corresponding to 2/3 of the exam grade. Clarity of ideas, grammar & spelling, understanding of the topic, attention grabber, focus, thesis statement and quotation in MLA format is considered for this task.
 - **Part B (Final Test):** a final written evaluation of the class' contents is taken individually for each student, and its score is worth 1/3 of the exam grade (30% of the final grade).

Approbation: For passing the course, the mark obtained in the exam may not be less than 3.0.

Attendance requirement:

The course and/or activity includes a mandatory attendance requirement, which means that students who do not meet this requirement will not be entitled to take the final exam for the subject, as stipulated by the Academic Regulations for Regular Students. The number of allowed absences will be detailed in the respective schedules of each course and/or academic activity and will be communicated at the beginning of the academic period for each of them.

G. Learning Resources

Essential Reading:

- Brand, Donald D. "The Peoples and Languages of Chile." *New Mexico Anthropologist*, vol. 5, 1941
- Collier, Simon and Sater, William F., "A History of Chile, 1808-1994" by Cambridge Latin American Studies, Cambridge University Press, first published 1996.
- Collier, Simon. "Chile: The Making of a Republic, 1830–1865: Politics and Ideas". Cambridge University Press, 2003.
- Dosque, Pedro and José Tomás Valente "Del centenario a los chilennials : 100 años de transformaciones y 25 tendencias que cambiaron Chile" Ediciones UC, Santiago 2018.
- George F. W. Young. "Bernardo Philippi, Initiator of German Colonization in Chile." *The Hispanic American Historical Review*, vol. 51, 1971.
- Grez, Sergio "Patrimonio histórico Nacional: algunos elementos para la reflexión", *Revista Museos*, Publicación Dibam, n° 28 2009.
- Krebs, Ricardo "Nación y conciencia Nacional", Centro de Estudios Bicentenario, 2018.
- Kroeber, A., Kluckhohn, C. "Culture: A Critical Review of Concepts and Definitions". New York: Vintage Books, 1963.
- Lacoste, Pablo. "El vino y la nueva identidad de Chile". *Universum*. 2005.
- Martínez-Echazabal, Lourdes. "Mestizaje and the Discourse of National/Cultural Identity in Latin America, 1845-1959." *Latin American Perspectives*, 1998.
- Perrone, Caterina "Chile - Culture Smart! The Essential Guide to Customs & Culture", Times Editions, London, 1998.
- Pinto, Julio y Valdivia, Verónica, "¿chilenos todos?: la construcción social de la nación (1810-1840)", Santiago, Lom Ediciones, 2009.
- Pregger-Roman, Charles G. "The Origin and Development of the Bourgeoisie in Nineteenth-Century Chile." *Latin American Perspectives*, vol. 10, 1983.
- Sagredo B., Rafael, "Historia Mínima de Chile". El Colegio de México, 2014.
- Soublette, Gastón, "La estrella de Chile", Universidad Católica de Valparaíso, 1984.
- Villalobos, Sergio, "A short history of Chile", Santiago: Editorial Universitaria, 1983.