**Course Description**

Historically, Chilean society has been perceived as being racially homogenous, with a *white ancestry* and no *mestizo* background. However, different ethnic groups have started to raise their voice in the last few decades to be socially recognized. From this perspective, the recognition on the Mapuche People, the strongest indigenous group in Chile nowadays, along with the recognition of different Latin American immigrants has created a new social reality that Chileans are starting to face. This class examines the causes and challenges of the social recognition of these two groups, from a sociological, anthropological and linguistic perspective, in order to a) analyze the local traditions of various ethnic groups in Chile with a focus on the Mapuche people; b) study the presence of Latin American immigration in Chile and c) debate on the future ethnic assimilation in modern Chile.

**Learning Objectives**

By completing this course, students will:

- Acquire deeper knowledge on Latin American immigrants and indigenous groups living in Santiago, in order to better understand contemporary Chilean society.
- Describe, interpret and formulate thoughtful comparisons between the history and context of the two groups studied that are part of Chilean society.
- Recognize and articulate links between these two minority groups.
- Develop effective oral and writing skills throughout the course.

**Course Prerequisites**

None.

**Methods of Instruction**

The course is interactive between the students and the instructor. The course is divided in three units, which are cumulative in content. Students are expected to do the readings before class, paying attention to the main ideas presented by the author(s), the ideologies underlying the author’s views, and the strengths and limitations of the arguments presented by the author(s). When needed, students will receive a translated version of the readings, whenever these are written in Spanish. There are three site visits, guided by a guest speaker and the class instructor. In these site visits, students will gain an on-site perspective of the class topics.

**Assessment and Final Grade**

1. Individual Oral Presentation 15%
2. 3 Bibliographic Discussions (10% each) 30%
3. Midterm Exam 15%
4. Final Exam 20%
5. Class Participation 20%

**Course Requirements**

**Individual Oral Presentation**
Each student will choose and present one of the weekly readings. To do so, they will have 15 minutes each. Presentations will begin on session 2 and will finish on session 17. Students will sign up during session 1.

3 Bibliographic Discussions (10% each)

There will be 3 bibliographic discussions in this course, one per unit. Students will select one of the unit topics and write a minimum of 1,000 words. Students will include and cite at least 3 readings per unit. Deadline for these discussions are on session 7, 13 and 17.

Midterm Exam

The midterm exam (1 hr) will be based on the readings, lectures and class discussions of the first three weeks of the course. Midterm exam will take place on session 10. The exam will consist on 5 open questions to be written in class.

Final Exam

The final exam (2 hrs.) will be based on the readings, lectures and class discussions of the second half of the course. Final exam will take place on session 18. The exam will be a written essay of 3 pages.

Class Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:
N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

**Class: 1.1** Orientation Week / Introduction to Class

This opening lecture introduces students to key terms and present an outline of the prominent debates in migration studies in Chile. By the end of this lecture students will have gained fundamental knowledge and awareness of the variety of approaches used to understand and discuss migration processes in Chile.

**Class: 1.2** Unit I: Brief History of Mapuche People

This lecture explores main historical events of Mapuche people, in order to portray who they are and their importance in Chilean context. This revision will be done from perspective of Mapuche historians, in order to understand how this perspective differs from the one Chilean historians have.

**Readings:**


**Assignment: Individual Presentations**

**Class: 1.3** Unit I: Mapuche World View

This class explores the main aspects of the Mapuche culture: spirituality (mapuche feyentun), ethics and values (Az che), and ways to teach and learn (Mapuche kimeltuwün), in order to understand how these elements are performed by Mapuches in their everyday lives.

**Readings:**


Sanchez Curihuentro, J. “El Az mapu o sistema jurídico Mapuche”. *Revista CREA - Universidad*
Week 2

Class: 2.1 Unit I: Mapuche Language

Languages represent different aspects of their speakers’ culture. This class explores the uses of Mapudungun and the different linguistic ideologies about Mapudungun, in order to analyse how the loss of different aspects of their culture is due to a valorization that Chilean society does about them. This class also analyses the Intercultural Bilingual Program to teach Mapudungun in Chilean schools.

Readings:


Evaluations: Individual Presentations

Class: 2.2 Unit I: Urban & Rural Mapuche / Current Situation

This class explores the Mapuche migration to the cities and how this migration has led to the complete loss or the adaptation of different cultural practices. The purpose of this is to understand how Mapuches have coped with migration throughout the years and how they maintain their ethnic identity in these new spaces of residence.

Readings:


Evaluations: Individual Presentations

Class: 2.3 Unit I: Site Visit

This class is a site visit to the Mapuche Ruca *Taiñ Adkimn*, located in La Pintana. Students will talk with the Machi and learn different cultural practices that take place in this Ruca and how these practices have been adapted to the urban setting. No previous reading required.

Week 3

Class: 3.1 Unit I: Mapuche Conflict

In Araucanía region, there is a conflict between the Chilean state and different Mapuche communities over the land that has been taken from Mapuche throughout the centuries and given to European populations. This class explores the conflict between the Chilean state and Mapuche communities in the south of the country, in order to understand this conflict and why the Chilean state refers to this conflict as terrorism.

Readings:


Evaluations: Individual Presentations

Due Date for Bibliographic Discussion 1

Class: 3.2 Unit II: Immigration in Chile / General Overview
Immigration flows in Chile have been and currently are negative, compared to the positive emigration flow. This class examines the main characteristics of migration in Chile, in terms of dynamics, demographic aspects, labor insertion, plus immigration v/s emigration flows.

Readings:

Lafortune, J. & Tessada, J. “Migrantes Latinoamericanos en Chile: un panorama de su integración social, económicay financiera”. Banco Interamericano de Desarrollo. 2016. (Original in Spanish, translation available)


Evaluations: Individual Presentations

Week 4

Class:  4.1  Unit II: Race, Gender & Migration

Historically, female migration has been studied from a different perspective than male migration. This class reviews the experience of migrant women from Latin America living in Santiago de Chile. Students analyse and try answer two questions: what does it mean for a woman to migrate to this society? And how do their experiences differ from their male counterparts?

Readings:


Evaluations: Individual Presentations

Midterm exam

Class:  4.2  Unit II: Immigration Policy

The Immigration policy in Chile was created during Pinochet’s dictatorship in 1975. This class will review the main aspects of this policy and its current impact and implications for new immigrants. Students will also review the different proposals that are being discussed in the congress, in order to understand what it is at stake when we talk about the immigration policy.

Readings:


Doña Reveco, C. and Mullan, B. “Migration Policy and Development in Chile”. International
Week 5
Class:  5.1  Unit III: Class, Race & Ethnic Integration

The implicit recognition of social class and the denial of race are amongst the main characteristics of Chilean society. From here, students review how do these social variables interact with one another and with minority ethnic groups and how do indigenous groups and immigrants cope with assimilation.

Readings:


Evaluations: Individual Presentations

Due Date for Bibliographic Discussion 2

Class:  5.2  Unit III: Cultural Representations of Ethnic Minorities

Immigration in Chile has incorporated the idea of the other. Different sectors of Chilean society perceive themselves as racially homogenous, with a white-ancestry and no mestizo background. From this perspective, this class explores the cultural representations that Chileans have constructed about different immigrant and indigenous groups, in order to understand how covert racism is represented in Chilean society.

Readings:


Evaluations: Individual Presentations

Class:  5.3  Unit III: Site Visit

This class is a site visit to the Coordinadora Nacional de Inmigrantes de Chile in Plaza de Armas. Students will talk with one of the coordinators and will learn about the new perspectives and orientations of this social movement. Students analyse the social-space of the Plaza de Armas, in order to understand its symbolic meaning for Chileans and immigrants.

Week 6
Class:  6.1  Unit III: Linguistic Ideologies & Attitudes in Santiago

Basic beliefs associated with covert racism are represented by means of language. This class will deal with ideological perspectives and how these ideologies are performed by Chileans. From this perspective, students analyse the importance of language and use discourse analysis as a tool for understanding different social values.
Readings:


Evaluations: Individual Presentations

Class:  6.2 Unit III: Closing Remarks / Moving Towards Inclusion?

This class will be a general overview of the class contents and the different challenges that minority groups will face in Chile. Students establish and analyse comparisons and differences between indigenous migration and foreigners migrating to Chile

Readings:


Evaluations: Individual Presentations

Due Date for Bibliographic Discussion 3

Class:  6.3 Unit III

Students take their Final Exam; no contents are explored.

Evaluations: Final Exam

Course Materials

Readings


Lafortune, J. & Tessada, J. “Migrantes Latinoamericanos en Chile: un panorama de su integración social, económica y financiera”. Banco Interamericano de Desarrollo. 2016. (Original in Spanish, translation available)


Rojas, D., Lagos, C., Espinoza, M. “Language Ideologies About Mapudungun In Chilean Cities:


Rojas, D., Avilés, T. "Attitudes Toward Dialects of Spanish Used By Immigrants In Santiago De Chile”. Boletín de Filología, 2013. Tomo XLVIII, 2: 97 – 117. (Original in Spanish, translation available)


Suggested Readings:


Agui, T. Migración y religión. La conformación de una comunidad haitiana católica en Santiago de Chile [The creation of a catholic Haitian community in Santiago de Chile]. En: Migración haitiana hacia el sur andino [Haitian migration to the andean south]. 2017. [In Spanish]

migratory regulations from Argentina and Canada. Si Somos Americanos. Revista de Estudios Transfronterizos. [In Spanish]


Online Resources


Lafortune, J. & Tessada, J. “Migrantes Latinoamericanos en Chile: un panorama de su integración social, económica y financiera”. Banco Interamericano de Desarrollo. 2016. (Original in Spanish, translation available)


Rojas, D., Lagos, C., Espinoza, M. “Language Ideologies About Mapudungun In Chilean Cities:


