

Chile and the Paradox of Globalization

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(in collaboration with Universidad Bolivariana Santiago and Iquique)

(May 24-June 22)

I. INTRODUCTION

Chile is a country of imposing geographic and social contrast that has experienced rapid change over the past four decades. Praised as an example of what economic globalization can do for Latin America, there is also another side to Chile's success story. Ranked by the conservative Heritage Foundation at the top of the region for "economic freedom", and also scoring very high in terms of human development indicators, the United Nations Development Program also lists it as placing among the worst 12 countries in the world in terms of income inequality.

The birthplace of two Nobel Prizes for Literature (Gabriela Mistral (1945) and Pablo Neruda (1971)), and the 1960s New Song Movement (i.e. Violeta Parra, Victor Jara, Quilapayún, Inti-Illimani) that sought to link art and politics, it is today also a place where Chilean conglomerates and transnational corporations have established a "springboard" for expanding to the rest of the region.

Chile is today the world's top copper producer (close to 40% of world output). Mining, with its historic booms and busts, nationalized and private transnational companies, has traditionally been the most dynamic sectors in the economy. Despite the rapid expansion of mining exports, the growing economic, social, and environmental costs of this activity, raises a number of questions about who is really benefiting from such growth.

II. COURSE DESCRIPTION

Through a combination of lectures, field-trips, group exercises, a week-long case study in the Norte Grande (Iquique, Calama, San Pedro), journal-writing, and on-site research, we will try to answer the following questions:

- What have been the impacts of globalization upon Chilean society?
- Who benefits? Who loses?
- What lessons can we draw from the Chilean experience for the rest of the hemisphere?

The course has been designed with the following orientation:

- 1. A holistic approach:** We will examine the economic, social, cultural, environmental and political realms and their interaction to understand present day Chilean society and the different facets of the paradox of globalization in Chile;
- 2. A structural approach:** We will focus on how power and power relations (mainly class, gender and race/ethnic relations) operate and constitute present day Chilean society and how these fuel dynamics of domination and contestation in different sites and communities;
- 3. A hands-on/immersion approach:** We will rely on an intense program of field-trips, visits and interactions with different actors, cultural immersion, and topic-based research to explore the course topics;
- 4. A historical approach:** We will make an effort to trace the roots of the present in past processes and experiences to tease out common threads and differences;
- 5. A student-based approach:** Study abroad courses such as this one allow one to discover cultures and ways of seeing the world different from our own; they can also be journeys of self-discovery.

IV. READINGS

Required

1. Cooper, Marc. Pinochet and Me: An Anti-Memoir (Verso, 2002)
2. Neruda, Pablo The Poetry of Pablo Neruda (bilingual edition). Edited by Ilan Stavans. (Farrar, Straus and Giroux, 2005).
3. "Chile a Changing Country," Special Issue of ReVista. Harvard Review of Latin America. Spring 2004 (Available online <http://drclas.fas.harvard.edu/revista>)
4. **Course Reading Packet** (available before departure)

Recommended

There are a number of very good books. Depending on your interests, I can recommend something specific. A broad overview of what has been happening in some of the communities we will visit is:

Paley, Julia . Marketing Democracy: Power and Social Movements in Post-Dictatorial Chile (University of California Press, 2001)

V. COURSE EVALUATION

You will be evaluated on the following:

- a. Participation/Evidence of doing readings/Attentive listening/Attendance (30%)
 - b. Short paper/Class presentation on June 22 (30%)
 - c. Daily Journal Writing (reviewed every 2 days) (40%)
 - Daily Entry should include brief reflection on each of the following sections:
 - i. **So Different!?** (impressionistic: what struck you as totally strange/new (or similar) from all the things that you saw or heard today?)
 - ii. **Paradox of Globalization** (analytical: linked to lectures or field trips)
 - iii. **Personal** (reflective/introspective)
- Please get a hardcover/sturdy 80 page. Composition Notebook

VI. COURSE TOPICS (see VII. PROGRAM for details on readings)

Arrival and On-Site Orientation		
Fri. May 25	Arrival – Settling in with Host Families	Group Dinner
Sat. May 26	Orientation (I)	City Tour
Sun. May 27	Orientation (II)	Visits to General Cemetery and Villa Grimaldi – UA Group Dinner
I. Chile: a Successful Model?		
Mon. May 28	Lec 1: Chile a Model: But of what? Analytical Tools	
Tue. May 29	Field trip 1: American Chilean Chamber of Commerce, Mall Alto Las Condes	
II. Neoliberalism and the Restructuring of Chilean Society		
Wed. May 30	Lec 2: The Pinochet Regime, Transition to Democracy and the Concertación	
Thu. May 31	Field trip 2: Visit to Casas Chubi – Las Torres and/or Grupo Llaretta	Casas Chubi – Las Torres
III. Economic Growth and Inequality		
Fri. June 1	Lec 3: Export-led growth and the roots of inequality	
Sat. June 2	Weekend trip to Valparaiso	Valparaiso
Sun. June 3	Weekend Trip to Valparaiso	Valparaiso

IV. Export Boom: Environmental and Labor Implications		
Mon. June 4	Lec 4: Export Boom: Environmental Dimension	
Tue. June 5	Field trip 4: Visit to Environmental organization (Fundación Terram, Observatorio (Oscar Padilla), or Sara Larraín (Chile Sustentable)	Terram, Observatorio or Sara Larraín
Wed. June 6	Lec 5: Export Boom and Labor	
Thurs. June 7	Field trip 5: Visit with Labor Leaders (Sergio Alegria (SINAMI) or Moises Labraña (Confederación Minera) or L. Soto (Constramet) and Mujeres Temporeras	Trade unionists: SINAMI, Confederación Minera, or Mujeres Temporeras
Fri. June 8	Lec 6: Export Boom and Immiserizing Growth The Case of Copper	
Sat. June 9	No program – On your own	

V. Case Study: Mining Booms, Water, Identity and Community in Chile's Norte Grande (tentative)		
Sun. June 10	Travel by air to Iquique Activity with UB students	
Mon. June 11	UB Class: "Development & Identity in the Tarapacá Región"	"School" Santa María City-tour Iquique
Tue. June 12	UB Class or visit: "Regional Economic Development & Clusters"	Intendencia de Tarapacá Artisan fishermen ZOFRI
Wed. June 13	UB Classes: "Cross-Border Cultural Identities in Northern Chile" "Introduction to the Aymara Culture"	Aymara Community close to "Las Termas de Mamiña" or other place
Thu. June 14	UB Class: "Social Development Projects in Alto Hospicio - Tarapacá Flight to Calama	Visit to Alto Hospicio Lemon Fruit Producers in Pico.
Fri. June 15	UB Class or Visit: Big Mining in Chile: Between Crisis and Booms	Salitrera to be confirmed Codelco Chuquicamata copper mine Travel by Bus to San Pedro de Atacama
Sat. June 16	Day without activities Program Dinner	Afternoon visit to "Valle de la Luna"

Sun. June 17	Leave for Calama – Santiago	
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VI. Modernity, Consumerism, Identity, and Collective Action		
Mon. June 18	Lec. 7: Modernity, Consumerism, and Identity	
Tue. June 19	Field trip 6: Visit to Grupo de Salud “Llaretta,” Población La Bandera	
VII. Export-led Growth, Financialization and the Quality of Democracy		
Wed. June 20	Lec 8: Low-intensity democracy?	
Thu. June 21	Lecture or Field trip Visit to CENDA or other NGO. Final Dinner	Final Group Dinner
Fri. June 22	Conclusion/Student Presentations/Evaluation	Evening Departure