Human rights in Chile: from dictatorship through the current challenges on poverty and development in Chilean society

I. COURSE DESCRIPTION

This course approaches human rights from two perspectives: as a historically located problem in Chile, framed by the experience of Pinochet dictatorship (1973-1990), and as a global phenomenon that can be observed in current situations of poverty and development in Chile.

Understanding the experience of dictatorship helps to understand how human rights burst into Chilean history and society. Massive human rights violations committed during the dictatorship were denounced both inside and outside the country during the seventeen years of Pinochet’s regime. When the nation transitioned to democracy, human rights shaped the search for truth and accountability. They also framed a specific memory of military rule that was locked in a struggle with opposing memories of the recent past.

The consciousness of human rights is relevant not only as a legacy of the protest against the dictatorship, but also as a response to contemporary issues of poverty and development. We will examine the origin and the evolution of key concepts through their articulation in international human rights conventions. Furthermore, the course will aim to familiarize the students with the impact of policy decisions and economic factors on human rights, as well as the relationship between human rights and poverty in Chile and in Latin America more broadly. The course will include fieldwork with organizations that develop programs aimed at combating poverty in Chile.

It is also important to understand the focus of this course, which is developed through two units that simultaneously relate past to present.

II. OBJECTIVES

In this course, students will be expected to:
Develop a broad understanding of human rights, poverty and development from socio-economic, political and philosophical perspectives.

Make connections between human rights violations in Chile and within the region.

Understand the emergence of the issue of human rights in Chile during the Pinochet dictatorship.

Understand how Chilean society has confronted the issue of human rights, in relation to its period of military rule.

Elaborate critical thinking in relation to situations of human rights violations; principally related to poverty and development.

Become familiar with local communities with the aim to generate programs of equity and equality that explore in practical terms the intersection of human rights, development and poverty.

III. CONTENTS

UNIT I: Human rights in Chile: dictatorship and its aftermaths

1. Introduction
   • Historical contextualization: Popular Unity; The coup; dictatorship and human rights violations; “No”
   • Memory and human rights: How does memory works?; What’s collective memory?; relationship between memory and human rights in Chile.

2. Memory struggles and the language of Human Rights
   • Defending Human Rights: Human Rights movement
   • Transition to democracy: Truth Commissions and its impact (public debate and reparation policies); Human Rights trials; Commemorations and sites of memory
   • The “Pinochet case” and the “irruption” of memory; consolidation of memories of state terror

3. How dictatorship change Chilean society
   • “Revolutionary” changes and structural transformations
   • New laws for a new Chile

4. Re-thinking human rights trough memory in present time
   • Learning from the past: national reports on Human Rights; debate on denial of Human Rights violations
   • Social movements and a new “season of memory”
UNIT II: Human Rights, Poverty and Development

1. Introduction
   • Globalization as a framework to understand Human Rights, Poverty and Development.
   • Human Rights and Human Development a common vision and a common purpose.
   • The concept of Culture of Poverty as a highlight to understand poverty.

2. Different focus on how to understand Poverty
   • Income
   • Basic Needs
   • Capability
   • Human Rights.
   • Extreme Poverty

3. Human Development
   • The Person’s Rights and the State as a central actor in expanding resources.
   • The richness of the nations: the people.
   • Education.
   • Women.
   • The importance of people in Human Development.

IV. METHODOLOGY

Professor’s Presentations
Power Points
Group discussions in class.
Oral presentations in groups analyzing the readings.
Videos.
Visits.

V. ASSIGNMENTS

30% Two groups oral and written presentations on a course reading.
20% Two groups written reflection on site/field visit.
50% A final essay analyzing a problem discussed in the course and establishing a link with readings.
VI. ATTENDANCE POLICY

Class attendance is mandatory. Regular class attendance is expected and essential for successful completion of the course. Visits are an integral part of the program. Please note, when students miss a class they are still responsible for the material covered. It is their responsibility to ask a classmate for class notes and then, after reading them over, see the professor in a timely manner with any questions on the material.

VII. ACADEMIC INTEGRITY

As a student and member of the University community, you are expected to demonstrate integrity in all of your academic endeavors. You are evaluated on your own merits. As specified by University policy, violations or attempted violations of academic dishonesty include, but are not limited to: cheating, fabrication, plagiarism, multiple submissions, or facilitating academic dishonesty (See University of California Policies Applying to Campus Activities, Organizations, and Students, 102.01). Violations of the academic integrity policy are not acceptable and will not be tolerated. For more information, please visit: http://www.deanofstudents.ucla.edu/students.html

VIII. BIBLIOGRAPHY

• REQUIRED

UNIT I


- Joignant, A. (2013). “Pinochet’s Funeral: Memory, History and Immortality,” Cath Collins (trans.) in Cath Collins, Katherine Hite and Alfredo Joignant (eds), The Politics of Memory in Chile from Pinochet to Bachelet (Boulder: Lynne Rienner), 165-195


UNIT II


https://www.polity.co.uk/global/whatisglobalization.asp


Sarah Gammage, Thomás Alburquerque, Gonzálo Durán, Poverty, Inequality and Employment in Chile Office International Labour, Geneva, Copyright © International Labour Organization 2014, pages 8 to 14. Also, Figures 14th and 18th


SUGGESTED

UNIT I


“The Pinochet case”

- Rothenberg, D., & Garzón, B. (2002). «Let Justice Judge»: An Interview with Judge Baltasar
- The Pinochet Effect. (s. f.). Recuperado 18 de agosto de 2015, a partir de http://www.degruyter.com/viewbooktoc/product/454082

**UNIT II**


### IX. Schedule

(Sessions: morning / Visits: afternoon)

<table>
<thead>
<tr>
<th>UNIT I: Dictatorship and its Aftermath. Prof. Loreto López</th>
<th>UNIT II: Human Rights, Poverty and Development Prof. Isabel Donoso</th>
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<tbody>
<tr>
<td>DATE</td>
<td>CONTENTS / ACTIVITY / READINGS</td>
</tr>
<tr>
<td>Session 1</td>
<td>Introduction and historical contextualization</td>
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<td>Group oral presentation on readings (students)</td>
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<td>Session 2</td>
<td>Historical contextualization</td>
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<td>Group oral presentation on readings (students)</td>
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<td>Session 3</td>
<td>Memory and human rights</td>
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<td>Group oral presentation on readings (students)</td>
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<td>Visit to Fundación Cerro Navia Joven.</td>
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Sample syllabus. Final syllabi will be available on-site.
| Session 4 | Defending Human Rights during dictatorship  
Group oral presentation on readings (students) | Session 4 | Analyses on Poverty and Inequality in Chile  
Sarah Gammage, Thomás Alburquerque, Gonzalo Durán, Poverty, Inequality and Employment in Chile Office International Labour, Geneva, Copyright © International Labour Organization 2014, pages 8 to 14. Also, Figures 14th and 18th.  
Group oral presentation on readings (students) |
|---|---|---|---|
| Visit | General Cemetery (memorials and graves) | Session 5 | Defending Human Rights during dictatorship  
Group oral presentation on readings (students) | Session 5 | Focus on Income to understand Poverty  
World Bank Group (2018), Chapter One, Poverty Measurement and Analysis by Aline Coudouel, Jesko S. Hentschel, and Quentin T. Wodon, Pages 29 to 35  
Group oral presentation on readings (students) |
| Visit | Visit to Museum of Memory and Human Rights | | | |
| Session 6 | Transition to democracy: truth commissions and trials  
Group oral presentation on readings (students) | Session 6 | Focus on Basic Needs to understand Poverty  
Group oral presentation on readings (students) |
| Visit | Visit to Villa Grimaldi Peace Park (former torture center) | Session 7 | The Empower of individuals.  
Visit | | Visit | Visit Centro Abierto Santa Adriana.  
Visit Centro Abierto Santa Adriana. |
| Visit | Visit to Estadio Nacional (former prisoner’s camp) MORNING | | | |
| Session 7 | Transition to democracy: Commemorations and sites of memory  
Group oral presentation on readings (students) Visit to Monument “Mujeres en la Memoria” | Visit | Visit Centro Abierto Santa Adriana.  
Visit Centro Abierto Santa Adriana. |
| | | Session 8 | Focus on Capabilities to understand Poverty  
Sen Amartya, Development as Freedom, Alfred A Knoff, New York 2001 (Sixth Printing), Chapter |
| Session 8 | The “Pinochet case” and the “irruption” of memory  
Group oral presentation on readings (students) | Session 9 | Extreme Poverty look upon as income, human development and social exclusion.  
Group oral presentation on readings (students) |
| --- | --- | --- | --- |
| Session 9 | “Revolutionary” changes and structural transformations  
Group oral presentation on readings (students) | Session 10 | Person’s Human Rights and the State as a central factor in expanding resources.  
Video: How Free-Market Education in Chile Fails the Neediest  
Group oral presentation on readings (students) |
| Session 10 | New laws for a new Chile  
Group oral presentation on readings (students)  
Video: Secos (HES) | Session 11 | The relation of Poverty with Violations of Human Rights  
Group oral presentation on readings (students) |
| Visit report | According to instructions  
Group written report on visit  
Group oral presentation on readings (students) | Visit report | According to instructions  
Group written report on visit  
Group oral presentation on readings (students) |
| Session 11 | Learning from the past: national reports on Human Rights  
INDH Reports  
UDP Reports; Observatory on Transitional Justice (UDP)  
Conversation with expert  
Group oral presentation on readings (students) | Session 12 | Human Development Index  
Group oral presentation on readings (students) |
| Session 12 | The social movements and a new “season of memory”  
Bellei, Caballin & Orellana (2014). The 2011 Chilean student movement against neoliberal |
| Group oral presentation on readings (students) |
| **Final essay** | **According to instructions** |