



## **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

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- Sarah Gammage, Tomás Alburquerque, Gonzalo Durán, Poverty, Inequality and Employment in Chile Office International Labour, Geneva, Copyright © International Labour Organization 2014, pages 8 to 14. Also, Figures 14<sup>th</sup> and 18<sup>th</sup>
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- **SUGGESTED**

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## UNIT II

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## IX. SCHEDULE

(Sessions: morning / Visits: afternoon)

<b>UNIT I: Dictatorship and its Aftermath.</b> <b>Prof. Loreto López</b>		<b>UNIT II: Human Rights, Poverty and Development</b> <b>Prof. Isabel Donoso</b>	
<b>DATE</b>	<b>CONTENTS / ACTIVITY / READINGS</b>	<b>DATE</b>	<b>CONTENTS / ACTIVITY / READINGS</b>
<b>Session 1</b>	<b>Introduction and historical contextualization</b>  NYT (2017). Documenting U.S. Role in Democracy's Fall and Dictator's Rise in Chile. <a href="https://www.nytimes.com/2017/10/14/world/americas/chile-coup-cia-museum.html">https://www.nytimes.com/2017/10/14/world/americas/chile-coup-cia-museum.html</a>	<b>Session 1</b>	<b>Introduction and a critical on Globalization</b> as a framework to understand Human Rights, Poverty and Development.  GLOBAL TRANSFORMATIONS by David Held, Anthony McGrew, David Goldblatt and Jonathan Perraton. March 1999. "Introduction and What is Globalization". <a href="https://www.polity.co.uk/global/whatisglobalization.asp">https://www.polity.co.uk/global/whatisglobalization.asp</a> Poverties. Org <u>RESEARCH FOR SOCIAL &amp; ECONOMIC DEVELOPMENT</u> "Poverty in Latin America: The Quest for Social Justice" June 2012. <a href="http://www.poverties.org/poverty-in-latin-america.html">http://www.poverties.org/poverty-in-latin-america.html</a>
<b>Session 2</b>	<b>Historical contextualization</b> Devine, Jack. "What Really Happened in Chile: The CIA, the Coup Against Allende, and the Rise of Pinochet." <i>Foreign Affairs</i> , vol. 93, no. 4, 2014, pp. 26–35.  Group oral presentation on readings (students)	<b>Session 2</b>	<b>Human Rights and Human Development</b> Human Development Report, 2000, New York Oxford, Oxford University Press, OVERVIEW AND INTERNATIONAL DECLARATION OF HUMAN  Group oral presentation on readings (students)
<b>Session 3</b>	<b>Memory and human rights</b> Coser, L. (1992). The revival of the sociology of culture: The case of collective memory. <i>Sociological Forum</i> , 7, 365-373.  Stern, S. (2004). Chapter 4. From Loose memory to Emblematic Memory: Knots on the Social Body. <i>Remembering Pinochet's Chile. On the Eve of London 1998</i> . Duke University Press. 104-133.  Group oral presentation on readings (students)	<b>Session 3</b>	<b>The Concept of the Culture of Poverty</b>  Lewis, Oscar, <u>The Children of Sanchez, autobiography of a Mexican Family</u> . Vintage Books. A division of Random House. New York, 1963.  Group oral presentation on readings (students)
		<b>Visit</b>	<b>Visit to Fundación Cerro Navia Joven.</b>

<b>Session 4</b>	<b>Defending Human Rights during dictatorship</b> Stern, S. (2006). "Introduction to the Trilogy: Memory Box of Pinochet's Chile," xix-xxi, and "Introduction to Book Two: Battling for Hearts and Minds," 1-7. In: <i>Battling for Hearts and Minds: Memory Struggles in Pinochet's Chile, 1973-1988</i> .  Group oral presentation on readings (students)	<b>Session 4</b>	<b>Analyses on Poverty and Inequality in Chile</b> Sarah Gammage, Thomás Alburquerque, Gonzalo Durán, <u>Poverty, Inequality and Employment in Chile</u> Office International Labour, Geneva, Copyright © International Labour Organization 2014, pages 8 to 14. Also, Figures 14 <sup>th</sup> and 18 <sup>th</sup> .  Group oral presentation on readings (students)
<b>Visit</b>	<b>General Cemetery (memorials and graves)</b>		
<b>Session 5</b>	<b>Defending Human Rights during dictatorship</b> Kelly, P. (2013). The 1973 Chilean coup and the origins of transnational human rights activism. <i>Journal of Global History</i> , 8(1), 165-186  Group oral presentation on readings (students)	<b>Session 5</b>	<b>Focus on Income to understand Poverty</b> Altimir, Oscar LONG-TERM TRENDS OF POVERTY IN LATIN AMERICAN COUNTRIES, Estudios de economía. Volumen 28, Junio 2001. Pages 116 to 119.  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)
<b>Visit</b>	<b>Visit to Museum of Memory and Human Rights</b>		
<b>Session 6</b>	<b>Transition to democracy: truth commissions and trials</b> Bickford, L. (2007). Unofficial Truth Projects. <i>Human Rights Quarterly</i> , 29(4), 994-1035  Collins, C. (2009). Human Rights trials in Chile during and after the 'Pinochet's years'. <i>The International Journal of Transitional Justice</i> , 1-20.  Group oral presentation on readings (students)	<b>Session 6</b>	<b>Focus on Basic Needs to understand Poverty</b> Max-Neef, Manfred A., <u>Human Scale Development: Conceptions, Applications and further Reflections</u> , with the contributions of Martin Hopenhayn and Antonio Elizalde; the Apex Press New York and London, published 1991.  Group oral presentation on readings (students)
<b>Visit</b>	<b>Visit to Villa Grimaldi Peace Park (former torture center)</b>	<b>Session 7</b>	<b>The Empower of individuals.</b> Video The Amartya Sen Lecture 2014 London School of Economics and Political Science.
		<b>Visit</b>	<b>Visit Centro Abierto Santa Adriana.</b>
<b>Session 7</b>	<b>Transition to democracy: Commemorations and sites of memory</b> Hite, K. & Collins, C. (2013) Memorials, Silences, and Reawakenings. In: Cath Collins, et. al, <i>The Politics of Memory in Chile</i> , (Boulder: Lynne Rienner), 133-163.  Group oral presentation on readings (students) Visit to Monument "Mujeres en la Memoria"	<b>Visit</b>	<b>Visit Centro Abierto Santa Adriana.</b>
<b>Visit</b>	<b>Visit to Estadio Nacional (former prisoner's camp)</b> MORNING	<b>Session 8</b>	<b>Focus on Capabilities to understand Poverty</b> Sen Amartya, <u>Development as Freedom</u> , Alfred A Knoff, New York 2001 (Sixth Printing), Chapter

			Fourth, Poverty as Capability Deprivation, pages 87 - 94.  Group oral presentation on readings (students)
<b>Session 8</b>	<b>The “Pinochet case” and the “irruption” of memory</b> Wilde, A. (2013). A season of memory. Human Rights in Chile Long’s Transition. In: Cath Collins, et. al, <i>The Politics of Memory in Chile</i> , (Boulder: Lynne Rienner)  Joignant, A. (2013). “Pinochet’s Funeral: Memory, History and Immortality,” Cath Collins (trans.) in Cath Collins, Katherine Hite and Alfredo Joignant (eds), <i>The Politics of Memory in Chile from Pinochet to Bachelet</i> (Boulder: Lynne Rienner), 165-195  Group oral presentation on readings (students)	<b>Session 9</b>	<b>Extreme Poverty look upon as income, human development and social exclusion. An approach to the immigrants situation. Freedom from Poverty as a Human Right,</b> <i>Freedom from Poverty as a Human Right</i> , Volume 3. Edited by Bard A Andreassen, Stephen P Marks and Arjun Sengupta, Unesco Publishing 2010. Chapter 12. Arjun Sengupta, “Human Rights and Extreme Poverty: an Economist’s Perspective” Pages 293 to 309  Group oral presentation on readings (students)
<b>Session 9</b>	<b>“Revolutionary” changes and structural transformations</b>  Silva, E. (1993). Capitalist Coalitions, the State, and Neoliberal Economic Restructuring: Chile, 1973–88. <i>World Politics</i> , 45(4), 526-559. doi:10.2307/2950708  Group oral presentation on readings (students)	<b>Session 10</b>	<b>Person’s Human Rights and the State as a central factor in expanding resources.</b>  Human Development Report, 2000, New York Oxford, Oxford University Press, Chapter Four, “Rights empowering people in the fight against poverty”.  Video: How Free-Market Education in Chile Fails the Neediest
<b>Session 10</b>	<b>New laws for a new Chile</b> Bauer, C. (1997). Bringing water markets down to earth: The political economy of water rights in Chile, 1976–1995, <i>World Development</i> , 25(5), 639-656  Group oral presentation on readings (students)  Video: Secos (H&S)	<b>Session 11</b>	<b>The relation of Poverty with Violations of Human Rights</b> Freedom from Poverty as a Human Right: Who owes what to the very poor? Edited by Thomas Pogge, Oxford University, first edition 2007. Chapter two. “Poverty as a Human Rights: Inhumanity or Injustice.”  Group oral presentation on readings (students)
<b>Visit report</b>	<b>According to instructions</b> Group written report on visit	<b>Visit report</b>	<b>According to instructions</b> Group written report on visit
<b>Session 11</b>	<b>Learning from the past: national reports on Human Rights</b> INDH Reports UDP Reports; Observatory on Transitional Justice (UDP) Conversation with expert	<b>Session 12</b>	<b>Human Development Index</b> UNDP. Human Development Report 2010. The Real Wealth of the Nations: Pathways to Human Development.  Group oral presentation on readings (students)
<b>Session 12</b>	<b>The social movements and a new “season of memory”</b> Bellei, Caballin & Orellana (2014). The 2011 Chilean student movement against neoliberal		

	<p>educational policies, <i>Studies in Higher Education</i>, 39(3), 426-440</p> <p>Cummings, P. (2015). Democracy and Student Discontent: Chilean Student Protest in the Post-Pinochet Era, <i>Journal of Politics in Latin America</i>, 7(4), 49-84</p> <p>Group oral presentation on readings (students)</p>		
<b>Final essay</b>	<b>According to instructions</b>		

Sample syllabus. Final syllabi will be available on-site.