### OSPSANTG (OSPSANTG)

#### Courses

**OSPSANTG 12S. Accelerated Second-Year Spanish, Part I: Chilean Emphasis. 5 Units.**
Intensive sequence integrating language, culture, and sociopolitics of Chile. Emphasis is on achieving advanced proficiency in oral and written discourse including formal and informal situations, presentation, and appropriate forms in academic and professional contexts. Prerequisite: one year of college Spanish, or 11 or 21B if taken more than two quarters prior to arriving in Santiago.

**OSPSANTG 13S. Accelerated Second-Year Spanish, Part II: Chilean Emphasis. 5 Units.**
Intensive sequence integrating language, culture, and sociopolitics of Chile. Emphasis is on achieving advanced proficiency in oral and written discourse including formal and informal situations, presentation language, and appropriate forms in academic and professional contexts. Prerequisite: 11 or 21B within two quarters of arriving in Santiago, or 12 or 22B.

**OSPSANTG 14. Women Writers of Latin America in the 20th Century. 4-5 Units.**
Key figures in poetry, narrative fiction, theater, and testimonio, such as Mistral, Garro, Lispector, Poniatowska, Valenzuela, Eltit and Menchu. Close reading technique. Issues raised in literary texts that reflect the evolution of the condition of women in Latin America during the period. Topics include gender differences and relationships, tradition versus transgression, relationship between changes in the status of women and other egalitarian transformations, and women writers and the configuration of literary canons.

**OSPSANTG 25. Topics in Literature and Creative Writing. 2-3 Units.**
Spirit of Place in reading and writing short fiction and memoir; mTopics in Philosophy of Ecology (stability and diversity, ecological explanation, organism and environment, etc.).

**OSPSANTG 28. The Literature and Philosophy of Place. 4 Units.**
Literature and philosophy, primarily, but not exclusively from Latin America, that raises questions about place and displacement through migration and exile, about how location shapes our understanding of ourselves and of our responsibilities to society and environment, about the multiple meanings of home. Among the questions we will consider are the difference between the experiences of people who are at “home” and those who are “away,” how one person’s claim on home can be another’s experience of being invaded, the interdependence of self and place, the multiple meanings of “environment.” Readings by Gabriela Mistral, Pablo Neruda, Carmen Lyra, Jorge Gracia, Otuvio Paz, Maria Lugones, among others.

Same as: PHIL 28

**OSPSANTG 29. Sustainable Cities: Comparative Transportation Systems in Latin America. 4-5 Units.**
Energy and environmental challenges resulting from the growing size and complexity in Latin American cities. Key issues: way in which public authorities deal with the dynamics of urban growth and complexity; related environmental and energy issues, particularly related to different public transportation models. Systemic approach as seen in Curitiba, Bogota, Santiago, and Medellin. Analysis centering on different approaches used to tackle these related issues; different institutional strategies.

**OSPSANTG 30. Short Latin American Fiction of the 20th Century. 4-5 Units.**
Introduction to short narrative fiction produced in Latin America during the 20th Century. Key features of the short story genre, as defined by Chekhov in the 19th Century and redefined by Kafka and Borges in the 20th Century. Main literary movements of the period in Latin America, including Regionalism, Social Realism, the Avant-Garde, the Boom of the 1960s and Magical Realism, the Post-Boom, etc. Close reading course with strong emphasis on analysis and discussion of the required texts. Readings placed in the context of the main developments in Latin American history and culture in the period.

**OSPSANTG 31. The Chilean Energy System: 30 Years of Market Reforms. 4-5 Units.**
Design and evaluation of energy policies in Chile, a developing country facing a growing public concern for energy and environmental issues. Market reforms pioneered by Chile in the 1980s and subsequently followed in other Latin American countries. Analysis of reforms in three parts: 1) through questions on how to develop and power system, 2) by looking at the reforms themselves and their implementation, and 3) by reviewing the local and global environmental costs associated with electric power generation.

**OSPSANTG 32. Global Work. 4 Units.**
History and challenges of global work as well as on the technologies that support it. Topics include strategic reasons for distributing work, challenges associated with geographic distance, time zone differences, language and cultural differences, and the implications of using various collaboration technologies to work together across national boundaries. Examination of group dynamics, interpersonal relationships, how to structure distributed work, how to work more effectively as a global team member, and how to lead more effectively in these situations. Guest speakers from and/or visits to international firms located in and around Santiago for discussions about experiences in managing and working on global teams.

**OSPSANTG 33. Spanish Language Tutorial. 2 Units.**
Prerequisite: two years of college Spanish or equivalent placement. May be repeated for credit.

**OSPSANTG 34. Independent Study Topics. 5 Units.**
Range of topics related to history, economics, and sociology. Historical projects examining politics of inequality in Chile over time; micro-level evidence evaluating plausibility of either economic resource curse or political resource curse. Other possible topics include Politics of Globalization, International Political Economy, Comparative Political Behavior, and Political Economy of Taxation, each with a focus on Chile or Latin America. Other areas to be discussed with instructor.

**OSPSANTG 35. Independent Study in Organizational Behavior. 2-4 Units.**
Focus on one of the following topics based on the interest of the student: 1) Team Dynamics; 2) Technology & Work; 3) Topics in Organizational Behavior. Students conduct review of relevant research on the topic selected and, for 4 units, conduct original empirical research of their own (such as interviews with relevant people).

**OSPSANTG 39. INDEPENDENT STUDY OPTIONS. 1-2 Unit.**

**OSPSANTG 40. Academic Internship. 2-3 Units.**
May be repeated for credit.
OSPSANTG 41. Political Economy: Chile in Comparative Perspective. 5 Units.
Why are some countries rich while others are poor? Why do some countries regularly adopt bad economic policies? What is the impact of political institutions on the policies countries implement? Why do some countries have institutions associated with policies that promote development and human welfare? Examine determinants of economic and political development with a focus on the historical experience of Chile and Latin America more generally. Factors influencing choices in a variety of policy areas including international trade, foreign direct investment, fiscal and monetary policy, education, and social insurance.

OSPSANTG 47. Modern Latin American Myths and Icons. 3-5 Units.
What is the status of myths in modern Latin America? Is myth necessarily pre-modern? How does myth, which is essentially narrative, meet icons, which are essentially visual and tactile? How do myths and icons operate politically? These are some of the questions we will explore. The course is organized in modules, each devoted to a central “mythical” and iconic figure: Che Guevara, Violeta Parra, Garcia Márquez, and Eva Perón. The goal of the course is twofold: on the one hand, we would like students to become familiar with some of the most popular modern Latin American myths/icons and how they cut across genres, periods, and media. On the other, beyond familiarity, students will become participants, both creatively and critically, in the recreation of such figures. We will consider a variety of sources and make extensive use of local opportunities, such as visiting museums or attending concerts.

OSPSANTG 58. Living Chile: A Land of Extremes. 5 Units.
Physical, ecological, and human geography of Chile. Perceptions of the Chilean territory and technologies of study. Flora, fauna, and human adaptations to regional environments. Guest lectures; field trips; workshops.

OSPSANTG 62. Topics in Chilean History. 4-5 Units.
Independent study topics concerning any aspect of Chilean history such as independence and nation building, social and economic development, ideas and culture, dictatorships and democracy. Research paper based on primary and secondary sources.

OSPSANTG 68. The Emergence of Nations in Latin America. 4-5 Units.
Major themes of 19th-century Latin American history, including independence from Spain, the emergence of nation states, and the development of a new social, political, and economic order.

OSPSANTG 70. The Trail of Memory. 3-5 Units.
Independent visits to sites of memory throughout Santiago de Chile, followed by discussion. Sites include the Museo de la Memoria, monuments, archives, and former detention and torture centers. Topics include: the politics of memory, museification effects, aesthetic choices, acting out and working through trauma. Short written reports are required. Students will prepare and carry out an interview. Readings by Susana Draper, Pierre Nora, Nelly Richard, and Idelber Avelar.

OSPSANTG 71. Santiago: Urban Planning, Public Policy, and the Built Environment. 4-5 Units.
Santiago's growth and development over time and in comparison to other mega cities in the world; impact of urban highways on the built environment; shopping malls and the development of new urban sub-centers. Topics: brief history of the city, from 1541 to 1940; urban development since 1940; the 1960 Inter-communal Urban Plan; planning and the configuration of modern Santiago; housing policy as an instrument to combat poverty; social housing policy and Santiago's built environment.

OSPSANTG 85. Marine Ecology of Chile and the South Pacific. 5 Units.
Relationships among physical processes in the ocean, biological productivity, and the exploitation of resources by high-thropic-level predators including human beings. Characterization of ecological patterns; identification of processes operating on marine systems. Open ocean ecosystems, intertidal and benthic regions of the world's oceans, and ecological research developed along coastal regions, focusing on Chile's 4,000 km coastline.

OSPSANTG 102S. Composition and Writing Workshop for Students in Santiago. 3-5 Units.
Advanced. Writing as craft and process: brainstorming, planning, outlining, drafting, revising, style, diction, and editing. Non-Spanish majors or minors may choose topics related to their studies. Prerequisite: SPANLANG 13C, 13R, 13S, 23B, or equivalent.

OSPSANTG 116X. Modernization and its Discontents: Chilean Politics at the Turn of the Century. 5 Units.
Chile's strides towards becoming a developed country have engendered high levels of alienation and disaffection among significant sectors of the population. The roots of this apparent paradox of modernization, focusing on newly emerging actors in the Chilean political scene: Mapuche organizations, women's groups, the environmental movement, and new features of the established ones like trade unions and human rights activists.

OSPSANTG 118X. Artistic Expression in Latin America. 5 Units.
Elite, mass-media, and popular cultural changes in Chile under conditions of economic and political liberalization. The reception of cultural meanings from the center of the world social system (U.S., EU, and Japan), reformulation to respond to local conditions, and export in the shape of cultural artifacts. Innovative elements rooted in the regional and local culture.

OSPSANTG 119X. The Chilean Economy: History, International Relations, and Development Strategies. 5 Units.
The Chilean economy in five stages, taking into account: the international economic position of Chile; internal economic structures closely related to the inherited historical conditions and to the changing international economic position of the country; and the economic strategies prevalent during the period and the concrete development policies conducted by government authorities.

OSPSANTG 129X. Latin America in the International System. 4-5 Units.
Latin America's role in world politics, with emphasis on the history of and models for explaining U.S.-Latin American relations. Latin America's evolving relationship in the international system.

OSPSANTG 130X. The Chilean Economy in Comparative Perspective. 5 Units.
Introduction to the main debates and approaches developed to understand and analyze the economies of Latin America. Recent processes of transition to market economies. Common characteristics among countries of the region; the differences and special traits of individual countries. Historical, analytical, and empirical perspectives on topics at the center of controversies and specific policy problems over several decades. Recommended: ECON 1, 51, and 52.