



| I. IDENTIFICACIÓN DE LA ASIGNATURA: | | | | | |
|---|---|---------|-----------|--------------------|-----------|
| <i>(En esta sección se identifica el curso y el profesor, proporcionando toda la información de contacto necesaria para identificar el curso y facilitar la comunicación de los estudiantes con el profesor).</i> | | | | | |
| NOMBRE ASIGNATURA | Post-Dictatorship and Popular Culture in Chile | | | | |
| NIVEL EN QUE SE IMPARTE | | | | | |
| PREREQUISITOS | | | | | |
| HRS. SEMANALES UD | 4UD | Cátedra | 64 | Laboratorio Taller | NA |
| HORARIO | Thursday | | | | |
| NOMBRE PROFESOR | Donald DeVault | | | | |
| CORREO ELECTRÓNICO | dleedevault@gmail.com | | | | |
| HORARIO DE ATENCIÓN | By appointment | | | | |

| II. RESULTADOS DE APRENDIZAJES <i>(Aquí se establece los resultados de aprendizaje a lograr, lo que tiene tres implicancias fundamentales. Una es que permite a cualquier lector comprender qué enseña el curso, su importancia y cómo se vincula con el plan de estudios y el proyecto educativo).</i> |
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| <p>This course is designed to offer the student a critical understanding of the complex trajectory of popular culture in Chile from the 70s to present day. This will be accomplished through the analysis of literature, art, and film, and music. Readings will be available in English and Spanish (as an option for those with appropriate language skills), and class will be conducted in English.</p> <p>The patterns of production and consumption of popular culture that this course treats can be</p> |

divided into three general periods: The Revolutionary Period of Activist Art, The Allegorical Period of State Repression and Censorship, and the Period of Remembrance, Recognition, and Reconciliation. The first of these periods provides historical context for the bulk of our considerations, which will revolve around the apparent transition from dictatorship to democracy in Chile. Our critical approach to this transition will be heavily influenced by Idelber Avelar's *The Untimely Present: Postdictatorial Latin American Fiction and the Task of Mourning*. Avelar's provocative theses will be read with the collection of conference papers contained in *Democracy in Chile: The Legacy of September 11, 1973* (Silvia Nagy-Zekmi and Leiva, eds.) to allow us to compare patterns of production and consumption of popular culture during and after the dictatorship in Chile, and to critically interrogate the socio-political complexity of what comprises the Chilean "national identity."

Along with these critical texts we will be looking to music, art, film and, especially, literature, focusing on works by Chilean authors Alberto Fuguet, Alejandro Zambra, and Roberto Bolaño.

III. METODOLOGÍA DOCENTE (*Esta sección describe y explica la estructura de curso y es importante porque orienta a los estudiantes y les permite anticipar el proceso de aprendizaje que han de vivir. Aquí también se pone en evidencia los métodos y procedimientos según los cuales se puede juzgar la efectividad del curso*).

- Readings (available on dropbox) will be assigned every week to develop students' understanding of the political (and economic) history behind the trajectory of popular culture in Chile from the 70s to present
- Readings will be discussed as a class in the first part of each double class period. Class participation in these open discussions will comprise 15 % of final grades.
- Quizzes will occasionally be given to ensure that students are keeping up with readings. These quizzes will account for 15% of final grades.
- The second half of the double class period will be student-led and will address expressions of popular culture beyond those treated in readings. These sessions are designed to extend class discussion by introducing the work of an artist, musician, writer, etc. and exploring that work within the context of the class.
- Every student will be responsible for leading one of these directed seminar discussions during the semester. This can be done individually or in a small group, depending on the number of students. These presentations will account for 20% of final grades.
- A midterm outline of a final independent research paper must be presented and discussed, which will account for another 20% of the final grade
- The remaining 30% of the final grade will be awarded in consideration of the final paper

IV. METODOLOGÍA DE EVALUACIÓN *(La evaluación es uno de los aspectos más relevantes de la calidad del curso. Debe ser pertinente, justa y propiciar aprendizaje. Esta*

sección del syllabus facilita que el estudiante tenga con anticipación un panorama de la evaluación y por lo tanto puede organizarse para aprender).

| DESCRIPCIÓN (Panorama del Proceso Evaluativo) | | | |
|--|--|--------------------------------|--------------------|
| Tipo de Evaluación | Resultado de aprendizaje que evalúa | Fecha | Ponderación |
| Participation/ Demonstrated knowledge of readings | Actively engage in discussion about the legacy of the dictatorship in popular cultural production and consumption patterns in Chile Demonstrate understanding of the particulars of the trajectory of popular culture in Chile from the 70's to present | N/A N/A | 15% 15% |
| Directed seminar discussion (individual or group) | Link class discussion to the investigation personal interests in Chilean popular culture | | 20% |
| Midterm outline | Demonstrate ability to engage the subject of popular culture and dictatorship in Chile and extend these considerations to the development of an original research paper | Midterm 5/8/14 | 20% |
| Final Paper | Develop an original research interest in a particular aspect of Chilean popular culture and contextualize it in extension of class readings and discussion | Must be received by 7/10/14 | 30% |

V. Reglas del Curso *(Esta sección puede resultar de la mayor importancia para usted y para los estudiantes, al establecer de manera precisa las reglas de funcionamiento que se observará durante el desarrollo del curso. Este espacio debería incluir todo aquello que el profesor considere una regla necesaria de observar (y que esté dispuesto a hacer cumplir).*

A minimum 80% attendance is required.

Arriving more than twenty minutes late to class constitutes an absence, unless there are demonstrable extenuating circumstances.

Failure to present any assignment without acceptable notification or justification will result in a failing grade for that assignment.

Non-receipt of the Final Paper by deadline will result in a failing grade for that assignment without acceptable notification or justification. The paper shall be 8-10 pages in length, formatted according to MLA guidelines.

VI. MODELO DE CALENDARIZACIÓN DE CLASE *(Se establece las actividades que el estudiante ha de desarrollar en el curso y la preparación que debe tener para ellas, así como las evaluaciones de todo tipo. Esta sección es fundamental para facilitar que los estudiantes aprendan a planificar y organizar su tiempo de trabajo con anticipación).*

| Resultados de aprendizaje de la asignatura (RA) | | | | Unidades de Aprendizaje o Temáticas, más Contenidos | |
|---|--|-----------|--|--|---|
| Nº RA | Unidad de Aprendizaje o Temática | Nº Sesión | Objetivo de la clase | Actividades de la clase, acontecimiento relevante o/y evaluación | Actividad de preparación de la clase como guía del aprendizaje autónomo: lectura previa, revisión de material digital, etc. |
| 1 | Introduction Historical Political and Literary context | 1 3/20 | Introduction Present key concepts and terms What is culture? | Class discussion | Watch : <i>No</i> Read Avelar: 1-38 |
| | | 2 3/27 | Literature under dictatorship and the “Transition” in <i>No</i> | Class discussion | Read Avelar: 39-85 OR <i>Democracy in Chile</i> |
| | | 3 4/3 | “The Genealogy of a Defeat” | Class discussion | Avelar 164-185 |

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|--|---------------|--|---|--|
| | 4 4/10 | The Chilean Case, Cultural production and consumption | Class discussion Fuguet's opinion on the "success" of the dictatorship Student-led discussion: | Watch: <i>Machuca</i> Begin reading Zambra |
| | 5 4/17 | Quiz Class discussion— attitudes during and after dictatorship | Class discussion Student-led discussion: | Finish reading Zambra |
| | 6 4/24 | Discuss Zambra, the role of memory in popular culture | Class discussion Student-led discussion: | Read: <i>Democracy in Chile</i> |
| | 7 5/1 | Quiz Class discussion | Student-led discussion | Begin reading Bolaño: <i>Distant Star</i> OR <i>By Night in Chile</i> |

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|--|------------|--|--|---------------------------------|
| | 8 5/8 | Midterm Outline Development by appointment | | Finish reading Bolaño |
| | 9 5/15 | Quiz Class discussion | Class discussion Student-led discussion | Read: <i>Democracy in Chile</i> |
| | 10 5/22 | Class discussion | Class discussion Student-led discussion | Begin reading Fuguet |
| | 11 5/29 | Class discussion | Class discussion Student-led discussion | Finish reading Fuguet |
| | 12 6/5 | Class discussion | Class discussion | Read: <i>Democracy in Chile</i> |

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|--|--|------------|--|--|---|
| | | 13 6/12 | Class discussion | Class discussion Student-led discussion | Selected readings: Bolaño, Fuguet, Zambra |
| | | 14 6/19 | Project development by appointment | Project development by appointment | |
| | | 15 6/26 | Class discussion | Final reflections Class discussion Open consultation | |
| | | 16 7/3 | Make-up Period | Final reflections Class discussion Open consultation | |
| | | 7/10 | Seminar presentation of Final Paper topics | | Turn in Final Paper |

Bibliography

Background texts

Avelar, Idelber. *The Untimely Present: A Study of Post Dictatorial Fiction and the Task of Mourning*. Durham: Duke University Press, 1999.

Democracy in Chile: The Legacy of September 11, 1973. Silvia Nagy-Zekmi and Fernando Leiva. Eds. 2005.

Contardo, Oscar y Macarena García. *La era ochentera: tevé, pop y under en el Chile de los ochenta*. Santiago: Ediciones B, 2005.

“El monstruo come (y baila) salsa.” Alberto Fuguet and Edmundo Páez Soldán. Prologue to *Se habla español: Voces Latinas en USA*.

Hopfe, Karin. “‘Talkin’ bout my generation’: McOndo y las novelas de Alberto Fuguet.” *Memoria, duelo y narración. Chile después de Pinochet: literatura, cine, sociedad*. Ed. Ronald Spiller. Iberoamericana: Madrid; Frankfurt: Vervuert, 2004.

O’Connell, Patrik. “Narrating History Through Memory in Three Novels of Post-Pinochet Chile.” *Hispania*. 84.2:181-192.

Primary Texts:

Bolaño, Roberto. *Nocturno de Chile/Chile by Night and Estrella Distante/Distant Star*.

Donoso, Jorge. *Curfew*.

Fuguet, Alberto. *Sobredosis and Shorts*.

Zambra, Alejandro. *Formas de volver a casa*. Santiago: Anagrama, 2011./ *Ways of Going Home*, (McDowell, trans.)

Films:

Se arrienda. Alberto Fuguet, 2005

NO. Pablo Larraín, 2012