

**Annual Program Review
CIEE Study Center in Santiago, Chile
2005**

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Each summer, program directors write a Study Center Review for each CIEE Study Center program commenting on the previous academic year. The program director writes the review based on input from the CIEE Academic Consortium Board members, resident directors, sending institutions, and student evaluations. Each report is made public on the CIEE website at www.ciee.org.

Program Goals

The CIEE Study Center in Santiago, Chile is ideal for advanced Spanish language students from a wide variety of academic disciplines who are motivated to matriculate into regular university courses and are interested in learning more about Chilean life and society.

The program is well-rounded and fine-tuned in all its offerings as is known for attracting high caliber students who want to challenge themselves during their semester abroad. By choosing to study with CIEE in Santiago, students also access to three specially designed CIEE courses as well as direct course matriculation at three outstanding universities in Santiago: the Pontificia Universidad Católica de Chile, the Universidad de Chile, and the Universidad de Santiago. In addition to the academic program, CIEE provides students who enjoy urban life with firsthand knowledge of contemporary issues and cultural patterns in Chile, accomplished through an orientation program, supplemental cultural activities throughout the semester, Chilean homestays, and community service and volunteer opportunities.

The program continues to attract highly motivated and engaged participants on the program. The high quality of the participant groups coupled with the dedication of resident staff ensure that program goals are consistently met.

The two recommendations from the 2004 monitoring process were focused on revising the orientation to make aspects of it more interactive and to monitor the host families of the students more closely in the 2004-2005 year.

Academic Program

Contemporary Chile Course

The academic program begins immediately following orientation with a required 10-day introductory and interdisciplinary "Contemporary Chile". The aim of the course is to provide students with an introduction to contemporary Chilean reality, culture and dialectical patterns. The course included lectures on Geography, Chilean History, Recent Political History, Chilean Literature, and Chilean Music. Students met in small groups to discuss the topics, and went on field trips to explore downtown and the central market. Given the intensity of the course, constant efforts are being made to balance lectures, discussions, outings, and films so that students are able to maximize the learning experience in and out of the classroom. The course receives mixed reviews but continues to be regarded by most students as a valuable instrument to prepare them for their academic experience in Chile.

CIEE Courses

During the regular semester, students may register for direct enrollment at one of three Chilean universities and from among the three CIEE specially-designed courses, one taught by Dr. Hector Cruz Feliciano, Resident Director and two taught by Mauricio Paredes, CIEE Assistant Resident Director.

Poverty and Development in Chile and Latin America: Theory and Practice

This course, offered to 14 students for the first time in spring 2005, explores leading theories of poverty and underdevelopment and analyzes domestic and international factors that stall socio-economic and political progress in Chile and Latin America. In addition to the classroom-based learning, students participate in community service projects in marginalized populations where students become exposed to the phenomenon of poverty in Chile. Evaluations for this course were very good, pointing to some improvements that have already been incorporated in the syllabus for the fall 2005 semester.

Historical Memory and Human Rights in the 20th Century.

This course aims to provide a panoramic vision of the situation of historical memory in Chile and the human rights violations that occurred in Chile during the second half of the 20th century, in particular during the military government of Augusto Pinochet, 1973-1990. The course includes a field visit to the Salvador Allende Solidarity Museum. This new course, together with Chilean Realities, has become major assets for the Program, receiving rave reviews by the students. This course received excellent reviews during the 2004-2005 year.

Historical Perspectives of Chile

This course offers a detailed look at Chilean society, connecting present situations to trends that arise from previous periods in national history. Some of the themes covered are the role of indigenous peoples, colonialism, urban-rural contrasts, the changing role of strong state government, privatization, and civil and human rights. The course includes a visit to the Pre-Columbian Art Museum and a visit to the National History Museum. This course received excellent reviews during the 2004-2005 year. The course experienced a sharp drop in enrollment during the spring semester. It is still too early to determine if this drop in enrollment was due to the addition of a third CIEE course, or simply due to an atypical response in student preferences.

Spanish Language

In previous semesters, Spanish language instruction for CIEE students took place only at Pontificia Universidad Católica de Chile (PUC). However, during the 2004-2005 year, students could also take Spanish language courses taught at the Universidad de Chile. Intermediate level students who wish to improve their language skills register for their Spanish course at PUC, and those who are advanced Spanish speakers register at Universidad de Chile. All language courses continue to be completely optional for CIEE-Santiago students. The courses at both institutions are well evaluated.

Direct Enrollment

With the exception of the courses mentioned above, all courses on the program are direct-enrollment. At the Universidad de Chile the whole registration process takes place via internet. At the Pontificia Universidad Católica this is not yet an option, although efforts are being made in this direction.

Participants enroll in classes in all of the departments of both the Universidad de Chile and the Pontificia Universidad Católica de Chile. In addition, they may take foreign and indigenous

language (such as Portuguese, Arabic, Mapuche, Quechua) classes at a third university, the Universidad de Santiago (USACH). USACH is located in the heart of the city and, along with the Universidad de Chile, is considered the preeminent public university in the country. It offers several languages that are not offered by the other two universities, such as Portuguese, Mapundungun, Japanese, Quechua, Russian, Galician and Hindi.

As in past years, most students took courses at both the Universidad de Chile and the Pontificia Universidad Católica de Chile. Some of the courses that students found especially interesting this year were: Distinct Comprehensions of Jesus, Economic development in Latin America, History and memory, Chilean and Hispanicamerican narrative, History of Chilean Photography, Mapuche Language and Culture, Seminar: History of a Written Nationa, Contemporary Latin American Art, Environment and Development, Relations between the U.S. and Latin America.

Non-academic Features

Orientation

The major change for orientation in 2004-2005 was separating the Santiago and Valparaiso groups, allowing for a much smaller group of students and a providing a bit more ease in terms of logistics for both resident staffs. The orientation lasted the typical 3 days and 2 nights. During orientation sessions, various issues are discussed including money and banking, public transportation, safety, gender and race issues, living with a host family and basics of Chilean culture, and academic culture.

Chilean Homestay

All students live with a Chilean homestay during the duration of their time in Chile. The resident staff, and particularly the Housing Coordinator Briggitta Muñoz, makes every effort to place students with an appropriate family and is in frequent contact with the students to ask about their housing experience. During the entire academic year, only one student out of 78 changed host families. There is also a new policy of rotating families from semester to semester in order to prevent burn-out and to prevent host families from viewing hosting students as a regular way to generate income and, hopefully, to improve the quality of service they offer to students. As a result, there were six new families this year.

Cultural activities

During both the first and second semesters there was a "Human Rights Memory Tour" – a day long activity led by Pedro Matta, a well-known human rights activist who is one of those responsible for founding the Peace Park on the site of Villa Grimaldi, a former torture center. The day includes a lecture and visits to Villa Grimaldi and memorials at the General Cemetery. Students also attended a play at the cultural center Matucana 100. Students also visited the United States Embassy, where staff responded to student questions regarding U.S. foreign policy as well as Foreign Service entrance exams and work opportunities.

In addition, fall 2004 students attended a play at the *Galpón 7* theater in Barrio Bellavista. Spring 2005 students went on a field trip that focused on environmental activism and included a visit to Ciudad Viva, an environmental rights initiative in Santiago

Field Trips

Both semesters students went on the traditional field trip to Pucón, in the lake region in the South of Chile. This area is home to Chile's largest indigenous group, the Mapuche, and due to its natural beauty, it has been a focus for the development of eco-tourism in recent years. The three-day trip

included an educational tour of the region, as well as the opportunity to visit hot springs, climb an active volcano, ride horseback, and go white-water rafting.

In both semesters, students also participate on optional camping trips to La Campana and Siete Tazas national parks, located in the 5th and 7th regions, respectively. Both trips had an educational component, as students were oriented on the anthropological and natural history dimensions of each site. Educational hikes also took place during each one of the trips.

In addition, during fall 2004, CIEE organized a trip outside of Chile for the first time. This field trip to Mendoza, Argentina provided CIEE students the opportunity to meet students at the Universidad de Congreso, attend lectures on the Argentinean educational system and the culture of the Andes, and participate in a tour of the city.

Academic year students who had already participated on the Pucón trip were able to participate on a CIEE organized trip to Bariloche, Argentina.

Volunteering and internships

Elsa Maxwell, the new Resident Coordinator, began in the fall 2004 semester. She did an excellent job in getting to know the placement sites of our internships and opportunities as well as identifying new sites. This year we had eight (8) students doing internships at the following organizations: the Chilean Olympic Committee, the Family Health Center of the Cristo Vive Foundation (foundation offering medical services for poor families), Psychiatric Clinic of Universidad de Chile, the Urban Indigenous Counseling Center (organization promoting the culture and rights of native groups living in Santiago), Instituto Ecológico Político (environmental NGO), United Press Institute, Servicio Paz y Justicia (human Rights NGO) and Trade Chile (international trade consulting firm).

Many more students participated in volunteer activities (which are less intensive than internships). In total, we had 32 students volunteering during the 2004-2005 academic year. The following list summarizes volunteer participation during this period:

El Inglés Abre Puertas- 19 students. Program organized by the Ministry of Education which places native English speakers in lower-income public high schools to serve as tutors.

Casa Acogida Grada: 4 students. Home which cares for infants and children originating from precarious family situations.

La Casa del Amor Misericordioso- 3 students. After school program for at risk children between 7 and 13 years, located in poorer neighborhood of Peñalolén.

Nuestra Casa: 3 students. Organization dedicated to working with homeless people.

Casa Santa Clara de Asis: 2 students. Home for children with HIV or AIDS.

Liceo Benjamín Vicuña Mackenna. 1 student. Public high school where our students organized interactive workshops for Chilean students learning English.

In addition to the students mentioned above, during the spring semester we had 14 students volunteering in poor urban communities in Santiago, as part of the *Poverty and Development in Chile and Latin America* course. That brings the total number of interns/volunteers during the academic year to 54; that is, 69% of all the students that participated in the Program during the fall and spring semesters.

Health and Safety

In order to enhance staff accessibility, the Program acquired a third emergency mobile phone which has proved quite useful for coordination during field trips and also managing student medical situations.

In terms of medical treatment, the Program has encouraged the use of the medical unit at Campus San Joaquín at Pontificia Universidad Católica for ambulatory services, which offers special discount rates for students, and outpatient services. Also, in addition to the current agreement with the Hospital-Clinic of the Pontificia Universidad Católica, the Santiago study center has negotiated a new agreement with a private clinic in Santiago, Clínica Santa María, to guarantee emergency medical treatment for students without resorting to the customary practice of leaving a personal blank check as security deposit.

Students

Enrollment		Gender	
Semester	67	Male	26
AYP	18	Female	59

Average Student GPA 3.45

Top Enrollments by Major

Spanish
Spanish Language & Literature
International Relations
Latin American Study
Political Science

Top Sending Schools

Pomona College
Hope College
St. Norbert College
University of Colorado at Boulder
Indiana University

Future Directions

Overall, the program is doing extremely well. Regardless, the resident director does identify various aspects of the academic program, student services, excursions and staffing to improve the program on a yearly basis.