

Syllabus

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| 1. Course name Chile's political crisis: Tools for political analysis – APELAN05 | | |
| 2. Course name in Spanish La crisis política de Chile: herramientas para el análisis político | | |
| 3. Academic Unit / Institution of the academic unit that develops it. Faculty of Government | | |
| 4. Hours of work: 3 hrs | e-learning: 1,5 | Self-Directed: 2,5 |
| 5. Type of credits | SCT | |
| 6. Number of credits SCT – Chile | 5 | |
| 7. Requirements | — Good command of English | |
| 8. Description of the course | <p>This course is conceived as a workshop, whose general goal is to work with students on the theoretical and practical skills necessary to analyze Chile's political situation through written documents and oral presentations. With this in mind, the course reviews key elements for political analysis of current as well as future (prospective) events: conceptual clarity, analytical rigor and formal structure, with a view towards the domestic and international political situation. Students will encounter practical and systematic analysis of political events, with the purpose of acquiring analytical skills allowing for a deeper understanding of Chile's political crisis and the broader global situation.</p> | |
| 9. Objectives | <p>At the end of this workshop, students will be expected to be able to:</p> <p>1) Distinguish the main structural elements and aspects of political analysis, correctly identifying specific political problems to be addressed in reports.</p> | |

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| | <p>2) Demonstrate a critical and analytical way of thinking about political phenomena and events, linking theoretical knowledge with practical analysis.</p> <p>3) Delve into national current issues, considering relevant trends and actors.</p> <p>4) Develop professional skills required in work contexts, such as individual and teamwork; synthesis and abstraction of different sources of information; construction of coherent arguments, and the preparation of written and oral reports.</p> |
| <p>10. Methodology</p> | <p>Classes will be conducted online, in English. Because one of the pedagogic objectives is to get students accustomed to reading, writing and speaking in English in a professional setting, the course is designed as a workshop, and as such depends on the participation of students in order to generate debate, reflection, constrictive criticism, simulating professional situations. For this to achieve the desired results, it is imperative that you read local and international newspapers, in addition to other material that may be useful for nurturing class discussions.</p> <p>Each week we will analyze the situation in a way that will contribute to student projects. These projects will have different formats, but always conceived of as documents that could be used by decision-makers at different levels of government or the private sector. These formats may include op-ed columns, written reports, prospective reports, and oral presentations.</p> <p>The teacher will be available for consultation via email, during regular working hours.</p> |
| <p>11- Knowledge / content</p> | <p>Unit 1: Historical and institutional Aspects of the Chilean Political Crisis</p> <p>In this unit, theoretical elements for analysis will be examined, starting with a brief review of Chile's political system, and later distinguishing between political analysis and public policy analysis; analysis of current events and prospective analysis; and other key elements of analysis (mapping actors, scenarios, special interests, vetoes).</p> <p>Unit 2: Theoretical Underpinnings of Political Analysis</p> <p>This unit looks at the tools for the analysis of political contingency, with special emphasis on the domestic political situation. Various methodologies will be used: Conjunction</p> |

Analysis; reviewing current events; oral group presentations; critical review of actual political analyses.

Unit 3: Prospective political analysis

In this unit we'll develop skills to consider future scenarios, both short- and medium-term, with the a goal of conflict avoidance or resolution.

12. Evaluation

(Means of verification / learning outcomes)

Evaluation No.1: Quiz based on readings (20 %):

Assessment No. 2: Op-ed piece of 4,000 - 4,500 characters (20%): May 11

Evaluation No. 3: Short-term political analysis, written report, not more than 3 pages. The goal is to simulate a report which advises on a particular situation to a high ranking government official (20%): TBD

Assessment

No.4: A prospective report on the Constitutional Convention's impact on the government's plans to carry out its political programme (40%): TBD

The goal of both types of reports is to offer the reader the theoretical and political arguments necessary to support a given public policy, or to suggest how to avoid conflict. The documents should address both the technical aspects of public policy or conflict resolution (diagnosis of the problem, justification, proposal), but also a detailed policy analysis of the problems that the design and implementation of public policy might face, or a suggested solution (possible conflict with social organizations, availability of resources, parliamentarians who oppose the initiative, political timing, among others).

13. Approval requirements

The minimum grade to pass the course is 4. In Chile, the evaluation scale ranges from 1.0 (min) to 7.0 (max).

14. Keywords

- Latin America, Politics, democracy, development, globalization,

15. Mandatory Bibliography (maximum 5 texts)

- Fuentes, C. (2015). Shifting the Status Quo: Constitutional Reforms in Chile. *Latin American Politics and Society*, 57(1), 99-122.
- Barton, J. R. (2002). State continuismo and Pinochetismo: The keys to the Chilean transition. *Bulletin of Latin American Research*, 21(3), 358-374.
- Alemán, E., & Navia, P. (2016). Presidential power, legislative rules, and lawmaking in Chile. *Legislative institutions and lawmaking in Latin America*, 92-121.
- Stein et al. (2006). *The Politics of Policies: Economic and Social Progress in Latin America: 2006 Report*. IADB, Part 1.
- Stein et al. (2006). *The Politics of Policies: Economic and Social Progress in Latin America: 2006 Report*. IADB, Part 2.

- Orwell, G. "Why I write," <https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/why-i-write/>
- Hensz, W., Mansfield, E., & Von Glinow, M. (2010). Conflict, security, and political risk: International business in challenging times. *Journal of International Business Studies*, 41(5), 759-764.
- Goodliffe, Jay. "Memo writing document". Available in: goodliffe.byu.edu/328/memos.pdf
- How to Write a Policy Memo. Harvard University. Available at: [chrome-extension://oemmndcbldboiebfnladdacbfdmadadm/https://projects.iq.harvard.edu/files/hks-communications-program/files/lb_how_to_write_pol_mem_9_08_17.pdf](https://projects.iq.harvard.edu/files/hks-communications-program/files/lb_how_to_write_pol_mem_9_08_17.pdf)
- Political Policy Writing. Gerald R. Ford School of Public Policy, University of Michigan. Available in: <http://fordschool.umich.edu/files/memo-writing.pdf>

16. COURSE DEVELOPMENT CRITERIA

- Submission: All reports are to be emailed to rofunk@iap.uchile.cl
 - Exceptionally, if justified medically, deadlines may be extended. Please discuss any problems with the professor.
 - Ethics: Students are expected to exhibit academic rigour and transparency when preparing their work. Plagiarism in any of its expressions (copying another document or part of it, copying from classmates, paraphrasing another original document without proper citation), will be severely punished.