

UNIVERSITY OF CHILE SCHOOL OF PUBLIC HEALTH FACULTY

Oscar Arteaga Herrera is a medical doctor who also holds a Ph.D. in public health and a master's degree in public health administration. He is a Professor in undergraduate medicine and other health care programs and in the Master's and Doctorate programs in Public Health at the University of Chile. He served as the Director of the School of Public Health from 2011-2017. His scholarly interests include public health provision optimization and he has served as a consultant for the World Health Organization, the Inter-American Development Bank, and the World Bank.

HOUSING

Students live with Chilean families in Santiago. Living in homestays, with local families, extends the learning opportunities beyond the classroom, provides full language immersion, and is the best way to experience Chile. During educational excursions as part of the program, students will stay in hotels and guesthouses.

EDUCATIONAL EXCURSIONS

Three excursions, integral to the curriculum, are included in the program. Prior to the beginning of formal class meetings, an excursion to the northern Atacama region of Chile will explore the history of people living in this mineral-rich high desert. A multi-day visit to Chiloé, the largest island of the Chiloé Archipelago, in southern Chile, and a weekend trip to the coastal port city of Valparaíso, will provide experiences with two other locations of historical, cultural, and artistic significance. Students may travel on their own during the Thanksgiving break and on some weekends.

FEES AND CREDITS

This program is part of the Bates curriculum. The 2018 fall semester abroad in Santiago provides students with four Bates credits and a complete General Education Concentration (GEC) upon successful completion. Students will earn one or two Spanish credits toward the major/minor, depending on the language level. Students will also earn three credits applicable toward the Latin American Studies major and one credit toward the Public Health GEC. In addition, students will fulfill the Scientific Reasoning (S) General Education Requirement. All expenses, including travel to and from Santiago and program related educational excursions, as well as meals and costs related to program cultural activities, are covered by the regular Bates Single Fee. Students need only additional funds, as desired, for personal entertainment and independent travel.

APPLICATIONS & MORE INFORMATION

Information about the application process is available on the ISA program webpage:

bates.edu/global-education/2018-fall-semester-abroad-programs.

Completed applications should be submitted by December 8, 2017 (for early decision) or by February 2, 2018 (final deadline).



ADMINISTRATIVE QUESTIONS

Tina Mangieri

Associate Dean & Director, Center for Global Education

124 Roger Williams Hall

207-786-6223 | tmangier@bates.edu

CURRICULAR QUESTIONS:

Claudia Aburto Guzmán, *Associate Professor of Spanish*

302 Roger Williams Hall

207-786-6049 | caburtog@bates.edu

T. Glen Lawson,

Charles A. Dana Professor of Chemistry and Biochemistry

138 Dana Hall

207-786-6293 | tlawson@bates.edu

Georgette Dumais, *Academic Administrative Assistant*

108 Roger Williams Hall

207-786-8293 | gdumais@bates.edu

Information on safety, security, and crime in Chile is available on the travel website of the US Department of State: travel.state.gov. Information on health issues and recommended immunizations is available on the Centers for Disease Control and Prevention website: cdc.gov/travel. Students and families are urged to review the information on both sites.

Bates

FALL SEMESTER ABROAD



SANTIAGO, CHILE

FALL 2018



THE PROGRAM

The 2018 Bates Fall Semester Abroad (ISA) in Santiago, Chile provides the opportunity for Spanish language and Chilean culture immersion while exploring science and identity in Latin America through a focus on public health. With its history and recent successes in healthcare delivery, Chile provides a compelling location to study public health issues at the intersections of the natural sciences and the humanities. The program will be taught by Bates and University of Chile School of Public Health faculty, in collaboration with local language faculty. The program is open to all Bates students. While some knowledge of Spanish language is helpful, it is not necessary or required prior to the program.

Santiago, the home base for this program, is a vibrant metropolis founded in the 16th century. Located in central Chile and nestled in a valley defined on one side by the Andes, Santiago's long, eventful history is reflected in the varied architecture of its buildings, spanning the colonial period through the 21st century. The city is home to museums, theaters, cathedrals, universities, and parks. Public displays of art, music, and dance are commonplace. Santiago also hosts one of the oldest medical schools in Latin America, which will serve as one of our classroom sites. The central Chilean location of Santiago will facilitate multi-day excursions to other regions of the country.

Bates

THE COURSES

Bates in Santiago begins in late August with intensive language study designed to help students of all abilities gain/improve proficiency and comfort with Spanish. Students will be placed in language levels according to their abilities - from beginner to advanced. Students continue their study of Spanish throughout the semester with local faculty and take three courses taught in English by Bates and University of Chile faculty. These three courses, described below, will be supplemented by weekly meetings with the program faculty to discuss the intersections that develop between the individual courses and to prepare students for engagement with healthcare providers in hospitals and clinics. The program ends in mid-December.

THE ZOMBIE SCARE:

Viruses, Difference and the Question of Security and Order

Professor Claudia Aburto Guzmán

The course examines Chilean, Argentinean and Mexican graphic narratives and film based on 'weird fiction' strategies. It studies the use of alternative and post-apocalyptic realities to comment on contemporary anxieties, fears and discord. The course also takes a temporal and geographical comparative approach in order to better understand the influence of Western dominant nations and modern science on cultural texts that comment on national historical processes such as modernization or mechanization, national memory, displacement and immigrations using 'weird fiction' strategies. The importance of place is explored to tease out the adaptations and modifications being made to the genres in order that they address global concerns as the local concerns of non-hegemonic locales. The question of adaptation and application is examined as a dialogical relationship which comprises both an aesthetic response and the potential of a practical model (identifying questions that shed light on the process of transformation from global to local concerns). The model and/or process is then used to examine Chilean 'anxieties' (immigration, citizenship, post-dictatorial memory, HIV, LGBTQ rights, women's rights) as well as to approach the choices made by Chilean science researchers and Public Health education as they pertain to said anxieties. A purposeful dialogical relationship is established with the science and public health courses' method of inquiry in order to gain a better understanding of the impact scientific advances have on conceptualizing or identifying 'anxieties' and their representations on popular texts.

GENETICALLY MODIFIED ORGANISMS:

Science and Latin American Perceptions

Professor T. Glen Lawson

The goal of this course is to introduce students to biotechnology, one of the most important revolutions in the life sciences that has occurred within the last two hundred years, and its impact on humanity, particularly South American populations. While learning

about the scientific approach to solving problems, students will explore biotechnology as it has been applied to medicine and agricultural food production through the generation of genetically modified organisms (GMOs), including the supporting science and history that begins with the migration of humans onto the South American continent around 15,000 years ago. GMOs increasingly contribute to food supplies worldwide, and the extent to which they are cultured and consumed in modern day Latin America will be examined, along with the attitude of Latin American people toward including GMOs in their own food chain. The potential benefits to humanity, the potential harm, and the ethics associated with the large-scale commercial manipulation of organisms released into the environment will also be considered. The intersections of science and human interests with human health and welfare will be a core theme for this course.

INTRODUCTION TO PUBLIC HEALTH IN CHILE

Professor Oscar Arteaga Herrera

The purpose of this course is to provide students with an introduction to public health and the development of public health perspectives. This includes the context of public health development in society, public health systems, and the identification of areas where these systems act. The determinants of health, the different levels of disease prevention, and societal needs and security will be explored along the solutions provided by public structures.



BATES FACULTY

Claudia Aburto Guzmán is Associate Professor of Spanish. She teaches Spanish language, translation, and courses on Latin American literatures and cultures from 19th century to the present. Her scholarly interests include poetry, translation, humanitarian fieldwork and human rights. Since 2006 she has focused on human rights discourses and actions in and around the México – U.S. border. She is a volunteer with the Tucson-based human rights group the Samaritans.

T. Glen Lawson is the Charles A. Dana Professor of Chemistry and Biochemistry. He teaches chemistry, biochemistry, biotechnology, and nutrition courses. His scholarly interests include the biochemistry of virus replication, cellular antiviral defense systems, the history of medical science, and the relationships between science practice and human welfare.