

Chile: Southern Stars
AS-300 and AS-301

Instructors

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Dr. Frazier-Yoder Office Hours: **Tuesday, Thursday 10:30am-noon**

Course Meeting Time and Location

Every Wednesday from 7:00pm to 9:00pm Brumbaugh Academic Center **P107**

Course Description

This Global Engagement course sequence is designed to provide students with a multidisciplinary exploration of astronomy and nature, the human experience, and literary expression in Chile. Students will study astronomy, the history of Chile, and expressions of Chilean culture in film, essay, and poetry with a focus on the relationship to the night sky. During two weeks in Chile, students will engage in astronomical observations, literary discussions, and cultural activities. Travels to international observatories, pre-Columbian archaeoastronomy sites, natural wonders such as the Humboldt Penguin Reserve and the Atacama Desert's Valley of the Moon, historical landmarks, and cultural events will expose students to diverse aspects of Chile's natural environment and cultural production. Assignments will give students the opportunity to engage in astronomical study and cultural analysis.

Learning Outcomes. By the end of the course, students will develop the ability to:

- Articulate and contrast the values, beliefs, or practices of different cultures.
 - Describe and contrast key aspects of Chilean life, including food, economy, leisure time, transportation, cultural attitudes regarding time, consumption, and the environment with those of your own culture.
 - Develop self-understanding, cross-cultural awareness, and respect for different
- Acquire skills (e.g. language, cultural humility) to effectively communicate and interact with other cultures and culturally diverse groups.
- Describe the Celestial Sphere model and apply it to the apparent daily motions of the stars and the apparent daily and annual motions of the Sun.
- Explain the differences between observable phenomena in the Northern and Southern Hemispheres, including seasons, day length, and apparent motions of the stars and the Sun.
- Recognize and be able to identify prominent stars and constellations in both the Northern and Southern Hemisphere sky.
- Use star maps, binoculars, and telescopes to find and observe celestial objects.
- Explain and describe the significance of astronomical observations being made in Chile
- Discuss, describe, and contextualize key moments in Chile's history
- Discuss essays and literary production about the natural environment and political situation, including the works of Gabriela Mistral, Pablo Neruda, and Nueva Canción artists
- Link observations of the natural landscape and Southern Hemisphere skies with pre-Colombian culture and with the poetic function of nature in Chilean literature
- Produce reflections and papers using seminar lectures, field visits, and assigned readings on literature, culture, astronomy, and history

Course Requirements:

Students must register for both the Fall and Winter components of the course (AS-300, Fall 2024 course (2 credits) and AS-301, Winter 2025 course (2 credits). Students and faculty will meet once weekly over the course of the Fall semester. During the winter break, students will spend about 14 days in Chile.

Required Reading and Viewing

The Chile Reader, History, Culture, Politics, Elizabeth Quay Hutchinson

Pablo Neruda, selected poetry

Gabriela Mistral, selected poetry

Nostalgia for the Light, Patricio Guzmán

Other Guzmán films

Grades for 2-credit Fall Semester Component

Critical Response Reflections (25% of course grade) The purpose of the response papers is for students to think critically about their learning and thought processes during this semester. Students will be expected to write and post responses to each of the readings, in some cases answering critical questions posed for the week and in others, posting a 250-word response essay. Submissions are due to Moodle prior to class and students are encouraged to bring a copy of these reflections to class to help shape class discussion. Work turned in after class time will receive a 50 percent late penalty. Late work will not be accepted any later than one week beyond the original deadline.

Micro-Expertise Summaries (15%) Students are responsible for leading short discussions on two areas of micro-expertise while in Chile. In preparation for this role, they will prepare a document of two pages, one page per topic. Please include your works cited/bibliography on a third page. These handouts, which should be visually-clear and should include images, key information, and clear summaries, will be used to help instruct others and will demonstrate the student's "micro-expertise" and ability to research and cite (MLA). It is recommended that student presenters also prepare a separate sheet of notes for themselves that will serve as a guide as they present the topic. [Sign up for two topics on Google docs](#) by **week 4** of the fall semester, choosing one topic from each discipline. Students must submit a draft of the document by **week 6**. A final, revised copy will be submitted by **week 11** and will be printed in course packs.

Astronomical Observations (15%) Throughout the Fall semester you will learn to make astronomical observations with your naked-eye and with binoculars. Observing sessions will be held at the Juniata College Observatory (on campus) and there will be a required overnight trip to Sparks Farm, a dark-sky location. Grades for astronomical observations will be based on active participation, demonstration of knowledge of constellations and bright stars, proficiency with star maps and binoculars for finding celestial objects, and a reflective summary for each observing session.

Final Paper (35%). Relationships with the Stars For your final assignment, you will write a 6-page essay in two 3-page segments. *Part one will be graded by Dr. Beaky. Part two will be graded by Dr. Frazier-Yoder.* In part one, you will critically evaluate two or more examples of how the relationship to the sky or cosmos has been formative and influential in Chile's history and/or identity formation. In part two, you will critically evaluate a core challenge impacting Chile's history and/or identity formation. It may focus on, for instance, the natural environment, social (in)equity, historical memory and reconciliation, preservation of cultural heritage, or economics. Have Chile's authors, poets, singers, or other important cultural figures played a role defining, calling out, or suggesting solutions to the challenge? In your essay, it is important to draw on, and cite, a wide range of readings, primary sources, documentary evidence, images, and class discussions from across the entire semester.

- 5%: You will first write a 300-500 word "prospectus" in which you describe your approach to the paper and the topics you will cover. You do not need to take a position or develop a thesis at this point. This must be uploaded to Moodle **before the week 8** class session.
- 15%: The first (complete, not "rough") draft must be uploaded to Moodle **by week 12**. Include at least four properly formatted sources (using MLA), with at least two for each of the paper sections. These will be graded and returned the following week. The late penalty for the first complete draft will be 10% per 24-hour period after the due date, including weekends.
- 15%: The final draft must be uploaded to Moodle **by the Thursday of finals week**. Late copies of the final submission will not be accepted. Your grade on the final draft can be no more than one full grade higher than the first draft, excluding penalties.

Discussion, Active Participation, Professionalism (±10%) Active, thoughtful, and respectful discussion of the course topic will be required for students to succeed in the course.

Grades for 2-credit Winter Break Component

Journal (35% of course grade) The purpose of the journal is for students to track their learning and thought processes during the travel portion of the course. Students will be expected to write in the journal as an ongoing process throughout the trip. The final version of the journal will be due two weeks after we return to the U.S. to allow students, if they wish, to add, revise, insert images, and to redact sections that they choose not to share. You may turn in a hard copy of your journal to Amy Frazier-Yoder's mailbox in the World Languages Center or to the bench outside her office (WLC 204) or upload a scan to Moodle by January 24th. The journal should contain thoughtful reflections on key questions, lectures, conversations, and site visits we have in Chile. Students must provide accurate information, explaining and contextualizing these items.

Some key topics or themes that you should consider addressing in your journal include, but are not limited to:

- cultural practices,
- national identity,
- human's relationship to the natural environment,
- your interactions with the people and their understanding of Chile,
- reflections on language (Spanish, English, indigenous languages)
- links between modern Chile and its history,
- added insights into areas studied in class, areas of new knowledge on topics not studied in class,
- your personal evolution in understanding the cosmos,
- reactions to and new knowledge gained through observations,
- how an interdisciplinary approach to a country may shape your understanding of the place and people,
- misunderstandings and faux pas,
- challenges and struggles,
- reflections on any changes in your understanding of your own identity and nationality,
- reflections on what Chile gets right that your home country may get wrong,
- and reflections on advances in astronomy and humankind's expanding understanding of the cosmos.

Micro-Expertise Presentations (Two, 15%) Students are responsible for leading short discussions on areas of micro-expertise while visiting sites that include the Museo de Historia, the Gabriela Mistral memorial, the Pablo Neruda house, and sites in the El Elqui valley and the Atacama desert.

Astronomical Observations (10%) While in Chile, we will have multiple opportunities to observe the Southern Hemisphere sky, including naked-eye and binocular observing in the Atacama Desert and the Elqui Valley and guided telescope observations at private observatories. Grades for astronomical observations will be based on active participation, demonstration of knowledge of constellations and bright stars, and proficiency with star maps and binoculars for finding celestial objects in the Southern sky.

Discussion, Active Participation, Professionalism, Conduct, Punctuality (30% of course grade) During the two-week course in Chile, we expect you to carry out your assigned tasks, participate in all scheduled activities, and behave in a responsible and appropriate manner. Criteria here include teamwork, maturity, punctuality, dependability, and safety. Please see the document on professionalism distributed in class for added details.

Portfolio Contribution (10%): Students will upload the final version of the paper "Relationship with the Stars" to Portfolium within two weeks of return from Chile with an introductory paragraph of 250-350 words explaining how your take on the subjects you discuss in the paper has evolved or broadened through your experience in Chile. The link can be found on the original course Moodle page.

Final Grade

Your final course grade will be based on the assignments listed above. A standard grading scale will be used for all assignments (e.g., A = 95-100%; A- = 90-94%; B+ = 87-89%; B = 83-86%; B- = 80-82%, etc.).

Policies and Procedures:

Participation and Professionalism

Learning requires participation, attention, discipline, and respectful dialogue. Professionalism captures a sense of how you participate - it isn't just showing up, it is how you show up and what you contribute to the learning process.

Examples of these behaviors include:

- Attending to course materials and being fully present for class discussions, appointments, and group work.
- Completing all course readings and assignments on time.
- Participating in class activities and discussion.
- Taking responsibility for leadership in-class discussions and activities.
- Communicating with the instructor and classmates in ways that are respectful, particularly when you disagree on a point.
- Extending basic courtesy to yourself and others: coming to meetings with a positive attitude; calling or emailing if you need to miss or change an appointment; making sure feedback is constructive; avoiding multitasking (browsing social media, texting, checking email, etc.) during class or group meetings.

Withdrawal

The deadline to withdraw from this course and receive a grade of W is 5:00 pm on Friday, October 4, 2024. Please be aware, if you withdraw from the course after the plane tickets have been purchased you will not get a refund. If you withdraw from the class before the in-country section of the course, you will earn 2 credits if you attend all the Fall classes and fulfill the assignments listed under "Grades for Fall Semester." However, two credits of a Global Engagement course (AS-300) is not sufficient to satisfy the GE requirement of the general education curriculum.

Attendance Policy

Attendance at every class, astronomical observing session, and the field trip to Sparks Farm is expected and is a crucial component of your grade. A penalty of -2.5% from your final grade is assessed for every unexcused class absence beyond the first.

Inclusive Community

Juniata College is committed to creating a welcoming and inclusive community supported by relationships based on collaboration and mutual respect. In this and all classes, we endeavor to create an inclusive learning environment where students with diverse perspectives and backgrounds can learn, contribute, and thrive.

The course policies on Academic Honesty, Accessibility & Discrimination/Harassment can be found [here](#).

Course Schedule and Readings: Fall Semester

Week	Date	Topic	Reading/Due
1	August 28	Introduction Teamwork, paper, what to bring, forms	1. Read Syllabus 2. Icebreaker
2	September 4	Chile Intro Naked-Eye Astronomy	1. Read "Environment and History" from <i>The Chile Reader</i> (audio) (CR) and " Chile country description" (audio format) 2. Selected online astronomy readings 3. Upload critical response #1 in response to guide
3	September 11	Exploration, Conquest and Colonization Celestial Sphere model & the view from Earth	1. Read "Chile before Chile: Indigenous Peoples, Conquest, and Colonial Society" (CR 59-66); "The Inca Meet the Mapuche" (CR only 74-75) introduction and Huamán Poma drawing only, & Valdivia's essay letter "No Better Land" (CR 17-20/ audio); Read the story of Valdivia at this Wikipedia entry. 2. Selected online astronomy readings 3. Upload critical response #2 (guide)

4	September 18	Gabriela Mistral First outdoor observing session	<ol style="list-style-type: none"> 1. Read biography of Gabriela Mistral 2. Selected online astronomy readings 3. Upload critical response #3 4. Sign up for micro-expertise topics
5	September 25	Pablo Neruda Celestial Sphere model & Sun motions Paper overview: Expectations, potential paper topics, research tips, and the importance of making steady progress on your the paper	<ol style="list-style-type: none"> 1. Read biography of Pablo Neruda 2. Read “Catastrophe in Sewell” and “Poetry and Politics: Memoirs and ‘The Heights of Macchu Picchu’ ” from CR 3. Selected online astronomy readings 4. Upload critical response #4 5. Upload documents to Terradotta (copy of passport, approval to purchase tickets, etc. Further details will be provided on the Center for International Education required steps). 6. Complete Moodle module for the CIE 7. Read: CDC guidelines.
6	October 2	<i>Allende and Pinochet</i> More celestial sphere	<ol style="list-style-type: none"> 1. Read “<i>The Chilean Road to Socialism: Reform and Revolution</i>” (343-352; audio); scan through “<i>The Election of Salvador Allende: Declassified U.S. Documents</i>” (380-385) (PP) 2. Upload critical response #5 3. First draft of Micro-expertise summaries due (3 pages, includes sources) - due date October 4 4. In class: Listen to and read the lyrics to “El pueblo unido, jamás será vencido”; “Arauco tiene una pena” (372), “Gracias a la vida”(373), “Herminda de la Victoria” and “Vientos del pueblo” and read “<i>These Are My Final Words</i>” (428-431), PP
7	October 9	<i>No</i> class: Watch and provide critical response to the film <i>No</i> by Pablo Larraín, Showing TBA, class depending, or watch at home via streaming (\$4 on Amazon & AppleTV)	<p>Amazon link</p> <p>#6 - Upload bonus critical response to Moodle (+.5)</p>
	October 12/13	Visit to Sparks Farm for climate mitigation work, dinner, and night sky observation. (2 p.m. departure)	
8	October 16	Pinochet and Neoliberalism Astronomy in Chile today	<ol style="list-style-type: none"> 1. Listen Episode 905: The Chicago Boys, Part I and Episode 906, Part II 1. Watch and read the lyrics to “Shock” by Ana Tijoux; 1. Read from “By 1976” on page 438 to “make-work programs” on page 440 of “The Pinochet Dictatorship: Military Rule and Neoliberal Economics” (CR) 2. Upload critical response #7
9	October 23	Fourth outdoor observing session Discuss papers and review process	<ol style="list-style-type: none"> 1. Listen: NPR, “How the extraction of lithium in Chile is tearing communities apart”; EVs are aimed at being a climate solution ; Read: “Chile Says ‘No’ to Left-Leaning Constitution After 3 Years of Debate” 2. Upload critical response #8
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10	October 30	<i>Nostalgia for the Light</i>	<ol style="list-style-type: none"> 1. View <i>Nostalgia for the Light</i> (in class, location TBA) and read NYT review (M) 2. Read suggested pack list. 3. Upload critical response #9 <i>after watching</i> 4. Upload prospectus by class on October 30th
11	November 6	<p>Indigenous Beliefs About the Night Sky</p> <p>Indigenous Rights and Land Rights</p>	<ol style="list-style-type: none"> 1. View “A Catalogue of Quechua Stars and Constellations” (each tab) 2. Read: Animal Quechua 3. In class: Read <i>Wonders of the Sky</i>, pages 89-99, including “Yacana the Lama and the Secret of Rain: A Myth from Peru” & interviews 4. Upload critical response #10 5. For Saturday: Micro-expertise topics for inclusion in course pack. 6. Recommended - Make and attend an appointment with a professor to discuss your first submission and what improvements can be enacted to improve the final draft. To get the benefit of this meeting, you must submit your paper to them 24 hours before the meeting!
12	November 13	TBA	<ol style="list-style-type: none"> 1. Read: Selection of <i>Wonders of the Sky</i> and view short video 2. Read assigned selection of <i>Agrofestive calendar</i> 3. Upload critical response #11 4. Post questions for trip leaders by Sunday evening
13	November 20	Pre-departure meeting.	<ol style="list-style-type: none"> 1. Re-read suggested pack list. 5. Upload first submission of your paper by November 22
	November 27	NO CLASS – Thanksgiving Break	Recommended: <i>Motorcycle Diaries</i> (film) 2 h. 6 m.
14	December 4	Final pre-departure meeting	<ol style="list-style-type: none"> 1. Submit final draft of paper.