

**SUP-607M**  
***Community Recovery:***  
***Rebuilding Disaster Damaged Communities in Chile***

**Class Meetings:**

January Term:      Everyday in Chile from 1/2/12 through 1/14/12  
[This is a full 2-week immersive learning experience]

Course Credit:      0.5

Faculty:              Douglas Ahlers

*office:*                      124 Mt. Auburn Street (Ash Institute), Room 256  
*phone:*                     (775) 247-1682  
*e-mail:*                     [doug\\_ahlers@harvard.edu](mailto:doug_ahlers@harvard.edu)

Teaching Fellow:    Matt Stolhandske

Office Hours:         Instructor and TF will be in Chile meeting with students every day

**Course Description:** This course presents disaster recovery theory and practices via a January practicum in Chile. Applies community development and disaster recovery skills in field-based team projects that assist the residents of the earthquake and tsunami damaged communities of Dichato, Perales, and Cobquecura (the “clients”). Students will be assigned to teams of 6-7, and each team will be assigned to work in/with one of the three communities. The teams will work with their respective communities to develop an overall economic recovery and economic development plan, as well as a set of specific (community prioritized) projects that will be presented by the students to government and private funding sources. The teams travel to Chile where they spend January Term developing project workplans, presentations, and project work-outputs (client deliverables) that are professional quality written documents or reports. The goal of this course is to apply classroom learned skills in a real world, high-stakes situation. The teams are largely self-directed and self-organizing. Part of the Immersive learning experience is being “dropped” into a strange city with an enormous task and a short timeframe to complete the project. Student travel, modest accommodations in Chile, and some meals will be provided.

**Course Format:** This is an Experiential Learning style class where learning is achieved through the hands-on application of skills in the field. This course is based in Chile where students will live and work in the disaster damaged communities of Dichato, Perales and Cobquecura. The field-based course is an immersive learning experience, so teams will work full-time on their projects while in Chile. Working in the communities will allow students the opportunity to get to know the residents of Dichato, Perales and Cobquecura and to understand the workings of a community struggling to recover from disaster. This is an intensive commitment of time and energy to do projects for the client that will have real impact on the future of the community and the lives of the residents.

**Class Size:** There is a maximum enrollment of 20 students. There is no minimum size for the course, so even if only a few students enroll, the course will proceed; however, past experience shows that enrollment for this class is likely to be full. After the enrollment is full, we will keep a waiting list for the course in case an opening becomes available between the registration period and the start of J-Term.

**Prerequisites:** There are no prerequisites for taking this course.

**Language:** Instruction, lectures, orientations, briefings, meetings with government officials, presentations and internal team project work will all be conducted in English. For a week of the trip, we will be living and working in communities that speak only Spanish, so all interviews, meetings, and discussions with community residents will be conducted in Spanish. But speaking Spanish is not a requirement, as local translators will be assigned to each project team. Students who do have Spanish language fluency will be expected to assist their non-Spanish speaking fellow students in both the working and living environment.

**Enrollment:** Enrollment is open to anyone who is allowed to register or cross-register in a Harvard Kennedy School class. Preference will be given to HKS students. Due to the nature of this January-Term course, students who register should make a full commitment to the course at the time that they enroll. Since enrollment is limited and logistical planning is complicated, **only people who are sure that they will go should register**. Technically, the drop deadline (without notation) ends on December 19th, but due to the short period of time between this and the January travel to Chile, it is not enough time to fill the slot if someone registers and then drops, so we ask that you register only if you are truly committing to the course in Chile.

**PAE Option:** HKS Students pursuing a PAE with a client in Chile may be able to enroll in this course or travel along with the group (not-enrolled) by special permission of the Instructor and their PAE advisor (subject to space availability).

**Registration for HKS Students:** The registration process will be the same as the one used for Fall and Spring semesters as defined by the HKS registrar. HKS students should use SPARKS to register. If this January class is oversubscribed, it will go to bidding for HKS students. Registration for January Term courses opens at 12pm on October 21st and closes on October 26th at 12pm (check the HKS registrar's webpage for the specifics (dates, times, process, etc.) for registering for HKS January Term courses as they may be subject to change).

**Cross-Registration for Students from Other Harvard Schools, MIT, and Tufts Fletcher School:** Students wanting to cross-register in this class should use the HKS online cross-registration system. Cross registrants should check with both their home school's registrar and with the HKS registrar about question related to cross-registration eligibility, process and rules. Any enrollment slots left open after the HKS students' "Registration Round I" and the HKS student "Bidding Period" will then be filled by cross-registrants who are in the registration queue (having petitioned to cross-register via the HKS online cross-registration system).

**Course Schedule:** Students will need to travel to Chile over for two weeks from Monday, January 2<sup>nd</sup>, 2012 through Saturday, January 14, 2012. In order to be in Santiago for activities on Monday, January 2<sup>nd</sup>, students will need to depart the U.S. on Sunday, January 1st (most flights departing the U.S. for Chile are night flights – departing on the 1<sup>st</sup> and arriving in Santiago on the morning of the 2<sup>nd</sup>). The course activities begin at noon on Monday, January 2<sup>nd</sup>, so it is expected that all students (without exception) will have arrived in Santiago by that time. Departure from Santiago will be on Saturday, January 14<sup>th</sup> (most flights departing Santiago for the U.S. depart in the evening and arrive in the U.S. on the morning of the next day – departing Saturday, January 14<sup>th</sup> and arriving back in the U.S. on the morning of Sunday, January 15<sup>th</sup>). Students can arrive in Santiago earlier than January 2<sup>nd</sup> or depart after January 14<sup>th</sup> if they wish to add extra personal time onto the trip, but this is solely at the students' own discretion and expense, and is not to be considered part of the course trip. Since this is team-based project course, students are expected to be present in Chile for the entire course to work with their teammates on the project -- therefore students cannot arrive in Chile late or leave early. The class will move around Chile in a group and the project teams will spend time living and working in the communities of Dichato, Perales and Cobquecura, so students will not have any days off or time for side-trips or sightseeing (students are expected to remain with the group throughout the entire trip).

## Field-Based Project:

The January Term Course will be taught entirely in Chile and will require a full-time commitment to the field-research project from January 2<sup>nd</sup> (arrive in Santiago) to January 14<sup>th</sup> (depart Santiago). Students will live and work in the communities of Dichato, Perales, and Cobquecura (the “clients”). Students will come to know the residents of these communities as they work together on real-world projects to help the communities recover from the February 27, 2010 earthquake and tsunami.

Our clients have asked us to work on a project to help them develop an economic recovery and economic development plan for each of the communities. The economic recovery and economic development plan is meant to analyze the strengths, weaknesses, opportunities, and threats of the community's economy and to develop a strategy for the restoration of livelihoods (the recovery part of the plan), and to map out a vision for future economic development (identify opportunities and plans for how to achieve them). In addition, there are several funding agencies in government (FOSIS, SERCOTEC, CORFO), in the local corporate world (Arauco), and in the foundation and NGO communities that have programs to fund certain economic development projects. The kind of fundable projects range from worker training and capacity building to microloans and venture capital for business start-ups or expansion. Affected business owners and the government/Corporate/NGO agencies report that there is a lack of knowledge of what programs are available, who is eligible, and how to fill out an application and write a proposal to access the funding. The student teams will help identify projects and assist residents with applications and proposals. Depending on the community's and the resident's needs, this assistance may take the form of running grant proposal writing training sessions, individual assistance to residents in helping them fill out forms, actually writing the proposals on behalf of the residents, or a combination of the above.

After spending a week in each community, the student teams will spend 2.5 days in Concepción where they will finalize the writing of the economic recovery and development plans and prepare the specific project proposals for submission to the funding agencies. On the afternoon of the last day in Concepción, the student teams will present their work to the community leaders, to government funding agencies, government planning agencies, and to corporate and foundation funders. The student teams will present an overview of the economic recovery and development plan for each of the three communities, along with the specific project proposals for each community (with an eye to how the specific projects fit with the larger vision (plan) for the community).

Each team will work in its respective community to:

- Conduct interviews with the residents to assess the economic recovery needs of the community
- Research the economic activity of the community
- Determine the economic strengths, weaknesses, opportunities and threats of the community
- Identify any binding constraints that prevent livelihood recovery or future economic growth
- Examine possible opportunities for economic development
- Develop strategies for how to overcome binding constraints and how to achieve opportunities
- Work with communities to prioritize specific opportunities (projects)
- Write economic recovery plan and economic development plan for the community
- Develop capacity in the community for grant and proposal writing
- Assist individual business owners and residents with applications for livelihood restoration and with business plans and funding applications for business expansions and new business startups
- Write economic development project proposals and applications to government, corporate and foundation funding programs (ranging from large development projects to individual residents' applications for microfinance)
- Present plan and project proposals to the clients and potential funders
- Make final adjustments to the plans based on presentation feedback and deliver final written planning documents and project proposals and applications to the clients and funding agencies.

**Team Assignment:** Students will be assigned (at the sole discretion of the instructor) to one of three teams. Each team will work with one of the three communities (Dichato Team, Perales Team, and Cobquecura Team). Students will need to supply a resume and complete a survey that lists their skills and areas of expertise in an attempt to match them to team assignments in a manner where the team has a full complement of skill sets. Obviously, fluency in Spanish is plus, but we anticipate a mix of backgrounds -- in some cases statistical fluency may trump language fluency, and vice versa. In order to properly assign students to teams, backgrounds, past experience, interests, and skills (e.g., proficiency with GIS, Hazus, Excel, Power-Point, or databases) need to be known by the instructor. A resume should be given to the instructor prior to the start of the January term.

**Work Teams:** Once assigned to their teams, the students are expected to self-organize and self-manage the team and the team project. This course emphasizes the team approach to the solving of complex problems. Each team member will bring a different set of skills and perspectives to the table – this is a tremendous source of strength for the team if organized and managed properly. Part of the immersive learning experience is to be dropped on the ground in an alien situation with a group of strangers and to figure out how to self organize, do project workplans, divide labor, self manage the work and the team, and to deliver a professional quality product of value. This course operates on a “throw you into the deep end of the pool” philosophy. The instructor is available for technical questions, but the teams will not be led, guided, or hand-held by the instructor – instead, the teams will be expected to figure out how to organize themselves, scope the project, and then manage the project on their own. Teams will be allowed to fail. These are real world client engagements with high stakes, where student teams learn through the application of classroom skills in real world immersive environments. Much of the grading will be based on team participation, and it is expected that all students work at being good team members. Grading will reflect and reward students who work to support their team. In addition to grading, there are safety and security reasons that team members need to watch out for one another in both the living and working environment. It is expected (a requirement) that team members will watch out for one another at all times.

**Work Spaces:** Teams will work in the community offices or schools (as available) in Dichato, Perales and Cobquecura. There are also small kitchen tables in each of the cabañas where students can work. Final plan and proposals writing will take place back in Concepción in the Intendencia (government offices) across the plaza from the hotel. In the Intendencia we will have two meeting rooms that are right next door to the office that is working on the master plan for all of the coastal communities in the Biobío region that includes all of our client communities.

**Internet Connectivity:** There is some (limited) WiFi in the communities where we will be working. The WiFi, if available, is only at government offices or schools. There is NO WiFi or wired Internet connectivity at the cabañas where we will be staying. Mobile phone service is good in each community and depending on your data plan and international service plan, you may have access to e-mail and the Internet via your mobile phone. The lack of Internet connectivity is part of the economic challenges of these communities and a reality of post-disaster zones. We realize that lack of connectivity hampers research and the online collaboration of the teams. This is just one hurdle that students are expected to overcome. When frustrated by this, just remember that local residents and businesses have this constraint as well. The hotels and work spaces in Concepción and in Santiago all have free WiFi.

**Background Information:** More information on the communities of Dichato, Perales, and Cobquecura (including photographs of the communities) is available at: [www.rebuilding-cities.com](http://www.rebuilding-cities.com) [the website will be available starting October 21<sup>st</sup>]

**Course Itinerary:**

- Jan 1 (Sunday) - Depart U.S. that evening/night
- Jan 2 (Monday) - Arrive in Santiago in the morning
  - Students go directly to Apart Hotel Cambiaso to check-in (early check-in is arranged)
  - Morning to shower and rest
  - Travel from hotel to DRCLAS office (shuttle bus pickup at 11:30am at hotel)
  - Orientation at DRCLAS office (12pm – 2pm) (joint orientation w/HSPH)
  - Light Lunch at DRCLAS office (brought-in) (2:00pm – 2:30pm)
  - Briefing from Luis Eduardo of University Catolica (2:30pm – 4:30pm)
  - Wine & Cheese Meet and Greet (4:30pm – 6:00pm)
  - Shuttle bus from DRCLAS office to Apart Hotel Cambiaso (6:00pm)
  - Monday dinner and evening – students on their own
  - Spend 1 night at Apart Hotel Cambiaso (Monday night the 2<sup>nd</sup>)
- Jan 3 (Tuesday)
  - Breakfast at Apart Hotel Cambiaso (included in room rate)
  - Check out of Apart Hotel Cambiaso
  - Travel from hotel to DRCLAS Office (shuttle bus – students bring their luggage) (8:30am pickup at the hotel)
  - Briefing by Luis Valenzuela (Overall Context) at DRCLAS office (9:00am – 11:00am)
  - Briefing from Pablo Allard (TBD)
  - Light Lunch at DRCLAS Office (brought-in) (12:00pm – 1:00pm)
  - Briefing from Felipe Kast (TBD)
  - Methodology for Economic Development Planning (1:00pm to 4:00pm)
  - Evening travel to Concepción by chartered bus (bus leaves from the DRCLAS office at 4:30pm)
  - Dinner en route from Santiago to Concepción - TBD
  - Arrival in Concepción around 11:30pm
  - Check-in at Hotel El Araucano (Spend 1 night in Concepción, Tuesday night the 3<sup>rd</sup>)
- Jan 4 (Wednesday)
  - Breakfast at the hotel (included in room rate)
  - Walk across the plaza to Intendencia (8:50am)
  - Morning briefing from Iván Cartes at Intendencia office (9:00am to 11:00am)
  - Presentations from FOSIS, SERCOTEC, and CORFO (11:00am to 12:00pm)
  - Briefings from Fundacion Superacion Para La Pobreza (others?) (12:00pm to 1pm)
  - Lunch - TBD
  - Travel to Cobquecura, Dichato and Perales by charter bus (2:00pm pickup)
- Jan 4-11 (Wednesday through Wednesday) - On site in Cobquecura, Dichato and Perales
  - Dichato Team stays in Dichato
  - Perales Team stays in Dichato and commutes (by van) to Perales each day
  - Cobquecura team stays in Cobquecura
  - Working spaces – TBD
  - All meals (breakfasts, lunches and dinners) are on your own:
    - Dichato and Cobquecura have restaurants and markets
    - The cabañas where you will be staying will have kitchenettes

- Jan 11 (Wednesday) – Depart cabañas at 9:00am (by charter bus)
  - Travel from Cobquecura, Dichato and Perales back to Concepción
  - Arrive in Concepción between 10:00 and 10:30am
  - Check-in at Hotel El Araucano (Spend 2 nights in Concepción):
    - Wednesday night the 11<sup>th</sup>
    - Thursday night the 12<sup>th</sup>
  - Writing the final report/plan (11:00am to 6:00pm)
    - Work space at Intendencia (across the plaza from the hotel)
    - Working lunch (lunch brought-in to the work space) - TBD
  - Team dinner in Concepción (8:00pm to 10:00pm)
    - Restaurant Fina Estampa (Peruvian Food) - TBD
    - Walk to and from the Restaurant from the Hotel El Araucano
- Jan 12 (Thursday) - Writing the final report/plan (9:00am to 6:00pm or later as needed)
  - Breakfast at hotel (included in room rate)
  - Work space at Intendencia (across the plaza from the hotel)
  - Lunch and dinner are on your own
- Jan 13 (Friday) – Writing of report/plan and final client presentations
  - Breakfast at hotel (included in room rate)
  - Checkout of hotel
  - Writing of final report/plan and preparation of final client presentations (9am to 2pm)
  - Working lunch (lunch brought-in to the workspace)
  - Presentations in Concepción to local clients, donors and DRCLAS (2pm to 4pm)
  - Evening travel by chartered bus to Santiago (depart 4:30pm)
  - Dinner en-route from Concepción to Santiago - TBD
  - Arriving in Santiago at 11:30pm
  - Check-in to Apart Hotel Cambiaso (Spend 1 night in Santiago, Friday night the 13<sup>th</sup>)
- Jan 14 (Saturday):
  - Breakfast at hotel (included in room rate)
  - Check out of hotel
  - Travel to DRCLAS office - TBD
  - Final edits to the report/plan (deliver final report/plan to the client)
  - Work space at DRCLAS office
  - Leave that night for the U.S. (transportation to airport is on your own)
- Jan 15 (Sunday) – Arrive in the U.S. in the morning



## Travel Logistics and Lodging:

The students will travel to Chile on Sunday January 1<sup>st</sup>, 2012 in order to meet with the client and to do research for the team project. They will depart Chile on Saturday January 14<sup>th</sup> to return to Boston (landing on the morning of Sunday the 15<sup>th</sup>). The entire time between these two dates must be spent in Chile working with the Dichato, Cobquecura and Perales clients. Shorter periods of time spent in Chile, side-trips, or work on other projects is not allowed. The only exception is for Chile PAE option students that have been admitted to the course by special permission of the Instructor and their PAE advisor.

**Travel to and from Santiago:** Airfare to and from Santiago, airport taxis, transfers, and entry visa fee will be included in the form of a \$2,100 travel stipend. Each student will receive a travel stipend that is based on an average airfare (to and from Boston) and some allowance for taxis, entry visa fee, etc. -- it will then be up to the students to book their own travel using the stipend (if for example, students find lower airfares, they have more money for expenses, or if they spend more than the stipend, they will have to supplement the overages out of their own pockets). This system has worked well for student travel in the course in previous years.

The travel stipend is based on the cost of a round-trip economy class ticket from Boston to Santiago. Since students will be on holiday break, we do not expect students to fly to Boston and then to Santiago, but rather to fly directly from where they are over the break directly to Santiago to be able to arrive on the morning of Monday, January 2<sup>nd</sup> (ready to work by noon). For some people coming long distances from their holiday break, their airfare cost may exceed the Boston-Santiago round-trip ticket price. The travel stipend only covers the Boston-Santiago round-trip fare because students would have to return to Boston at their own expense for any other January term trip. The use of the stipend is only for the purpose of flexibility (so students do not have to fly to Boston first and then fly as a group to Santiago), it is not meant to cover the full costs of your travel from wherever you might happen to be in the world.

Students who wish to travel in another class of service (Business class or First Class) are free to apply their travel stipend toward the higher fare, but this just means that the student will have to cover the rest of the airfare out of their own pocket and will have no money as part of the travel stipend to cover taxis or other travel expenses, so these too will have to come out of the student's pocket.

If a student books early and/or chooses a cheaper flight, then their travel stipend might go further. Unused portions of travel stipends do not have to be returned to Harvard, instead, it is assumed that judicious use of the travel stipend will allow the student to have more money for use on meals, sundries, baggage fees, entry visa fee, other day-to-day travel costs, etc.

If a student has to change their airline reservations (for any reason) and thus incurs additional charges, change fees, or expenses, these are the responsibility of the student (expenses borne by the student). We suggest that the student consider purchasing travel insurance to protect against these things.

**Once the travel stipend has been spent, all other travel expenses will come out of the student's pocket (there will be NO additional compensations, stipends, or reimbursements).**

**Travel within Chile:** Hotels and bus transportation within Chile is arranged for and paid for by the Harvard Kennedy School.

During this trip, we will move a lot (U.S. to Santiago, Santiago to Concepción, Concepción to Dichato and Cobquecura, daily commutation of the Perales team from Dichato to Perales, return to Concepción, return to Santiago, return to the U.S.), so be prepared (pack) for moving frequently.

**Lodging:** Lodging will be paid for by the Harvard Kennedy School and will be in modest hotels in Santiago and Concepción and in cabañas in Dichato and Cobquecura. These are gender-segregated, double-occupancy rooms (sleep 2 people per room). All lodging is clean with (sheets, blankets, pillows, and towels provided). If students prefer to book their own accommodations elsewhere, they are free to do so at their own expense, in these cases, the expense is out of their own pocket, and the amount that would have been spent on their lodgings is not transferable. The cabañas in Dichato and Cobquecura are clean and decent but not luxurious (it is like a Hostel), but it does reflect the realities of working within disaster recovery zones. It also affords you with housing within the client communities – a crucial part of the immersion experience.

**Santiago (Nights of Jan 2<sup>nd</sup> and Jan 13<sup>th</sup>)**

Apart Hotel Cambiaso

Av. Pedro de Valdivia 150, Santiago

(56 2) 783 9200

<http://www.aparthotelcambiaso.cl/> and [http://www.tripadvisor.co.uk/Hotel\\_Review-g294305-d629839-Reviews-Apart\\_Hotel\\_Cambiaso-Santiago.html](http://www.tripadvisor.co.uk/Hotel_Review-g294305-d629839-Reviews-Apart_Hotel_Cambiaso-Santiago.html)

**Concepción (Nights of Jan 3<sup>rd</sup> and Jan 11<sup>th</sup> and Jan 12<sup>th</sup>)**

Hotel El Araucano

Caupolicán 521, Concepción

(56-41) 2740 606

[http://www.tripadvisor.com/Hotel\\_Review-g297396-d455797-Reviews-El\\_Araucano-Concepcion.html](http://www.tripadvisor.com/Hotel_Review-g297396-d455797-Reviews-El_Araucano-Concepcion.html)

**Cobquecura Team (Nights of Jan 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>)**

Cabañaz Los Flamencos

Calle Chacabuco 1019, Cobquecura

Phone: 56 (42) 531833

Cell: 90994374

<http://www.cobquecuralosflamencos.cl/servicios-1.html> and

<http://www.cobquecuralosflamencos.cl/ubicacion.html>

Four Cabañas – each with three bedrooms, one bath, and a cooking/dining area. Each cabaña sleeps 3 for a total of 12 people for all 4 cabañas.

**Perales Team (Nights of Jan 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>)**

Cabañas Aguas Frias

Francisco Bilbao 324, Dichato

Phone: (41) 2683386

Cell: 9-6207649

Cell: 9-9096195

<http://www.turismo-aguasfrias.cl/>

Four Cabañas – each with two bedrooms (one with a double bed and the other with two twin beds), one bath, and a cooking/dining area. Sleeps 2-3 per Cabañas (Sleeps 2 if one person is in the room with the queen bed and 1 is in the room with the twin beds. Or sleeps 3 if one person is in the room with the queen bed and 2 are in the room with the twin beds). The 4 cabañas very comfortably sleep a total of 8 people, and the 4 cabañas sleep a total of 12 people with some doubling up.

**Dichato Team (Nights of Jan 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>)**

Alto Santa Alicia Cabañas

[http://www.dichatovive.cl/santa\\_alicia/](http://www.dichatovive.cl/santa_alicia/) and

<http://www.turismovirtual.cl/viii/dichato/altosantaalicia/index.htm>

Four Cabañas – each with 2 bedrooms (one with a double bed and one with a single bed), one bathroom, and a cooking/dining area. Each sleeps 2 persons for a total of 8 people for all 4 cabañas.



**Meals:** Some meals will be provided (some working lunches, closing dinner, etc.), but most meals will be at the student's own expense. The cabañas in Dichato and Cobquecura have kitchenettes and markets are nearby for shopping. Five breakfasts, five lunches, three dinners, and a wine and cheese reception will be provided (see course itinerary for specifics dates/times of these meals). All other meals are on your own at your own expense.

**Safety:** We believe the environment in the communities where you will be staying to be reasonably safe. But bodily accident or injury, or loss or theft of property, is always a possibility, so you will be required to sign a standard waiver of liability that holds the Harvard Kennedy School harmless for any accidents, injuries or losses. Students will also be required to fill out an emergency information and emergency contact form. We urge you to consider safety first and act and move in ways that protect your safety and the safety of your teammates and classmates. The Harvard Kennedy School and the David Rockefeller Center for Latin American Studies each reserve the right to send a student home from Chile if we deem that a student is endangering themselves or others. Similarly, it is expected that no laws will be broken, and if students engage in illegal behavior, we reserve the right to send them home. A "Safety Plan" will be distributed prior to travel. The students must agree to abide by the safety plan during the trip. Failure to agree to the safety plan, or failure to abide by the safety plan while in Chile, will be grounds for being barred from the course or for being sent home. The safety plan is in place for the wellbeing and safety of the entire group and it is expected that all students participate in adding to the safety of others by watching out for each other at all times.

**Food Safety:** Food in Santiago and in Concepción is safe, however, it is recommended that bottled water be used for drinking. When staying in the communities of Dichato, Perales and Cobquecura, it is recommended that you use bottled water for drinking and brushing of teeth, and that you use hand sanitizer after washing your hands. The water should be okay, but in post-disaster zones, one can never be entirely sure of the water supply, so the disaster-workers' rule of thumb is to avoid drinking the water. Bottled water is available in the hotels in Santiago and Concepción and in the markets and restaurants in Cobquecura and Dichato. The water in these communities is fine for bathing. In the communities of Dichato, Cobquecura, and Perales it is recommended that you avoid eating raw fruits and vegetables. You should bring hand sanitizer with you. It is also recommended that you bring Immodium with you just in case. If you experience any problems, please notify a trip leader immediately as it is important to monitor digestive health problems and to avoid dehydration. Teammates should keep an eye out for each other and notify trip leaders immediately if there is a health problem with a teammate.

**Waivers:** All students registering for the course must sign the Harvard Travel Liability Release form. This is a requirement for travel to Chile as part of this trip. Students will also be required to sign a stipend agreement that states that once they are given the travel stipend, they agree to return it to the Harvard Kennedy School if they do not go to Chile.

**Cancellation/Change:** After enrolling in the course, each student will be given a travel stipend to be used to purchase airline tickets and for other travel expenses. Students will be required to sign an agreement that states if they fail to go on the trip in January, they will be obligated to return the full travel stipend amount to Harvard University (any losses due to trip cancellation by the student will be borne by the student).

**Cultural Sensitivity:** You will be staying and working as guests in the Dichato, Perales and Cobquecura communities. We ask that you respect the residents of the communities and understand their culture, their right to self-determination, their dignity, their psychological trauma and pain, and their set of values. Whether you agree with them or not, we ask that you be respectful.

## Requirements and Evaluation:

The course will require that students:

1. Travel to Chile and spend two weeks working full-time with their teammates on their projects for the “client” (the communities of Dichato, Perales and Cobquecura). Students must spend the entire January Term (January 2<sup>nd</sup> to January 14<sup>th</sup>) in Chile working with the client. This means traveling to Chile on January 1<sup>st</sup> and departing on January 14<sup>th</sup> (arriving back in the U.S. on the 15<sup>th</sup>). Shorter periods of time spent in Chile are NOT allowed.
2. Complete the assigned team project, including an initial presentation to the communities in Chile and a final presentation to [the](#) community leaders (the clients) and potential funders (government agencies, corporate sponsors and foundations).
3. Produce and deliver to the client written project deliverables (plans, reports, grant proposals, etc.)
4. Students will be required to attend 1 information session during the Fall Semester in advance of the January Term.

**Grades:** Students will work in Chile on an in-depth, team-based, field-research project completed for the “clients” (the Dichato, Perales and Cobquecura communities of Chile). The final presentations and the final deliverables of the field research teams, along with the “team participation” of the individual students, will be the basis for the grade in this practicum course.

Grading will be based on:

- Team project – team presentations (20%)
- Team project – final client deliverables (40%)
- Team Participation (25%)
- Peer evaluations (15%)

This course is a team-based course so team participation and peer evaluations by teammates combine to account for 40% of the final grade. Forming and managing teams is considered to be central to the design of the course and students cannot succeed in this course without being good and effective teammates. Peer evaluation frameworks will be posted on the course website – they will be completed by the other members of your team (i.e., each member of the Dichato team will peer evaluate their other teammates of the Dichato team, the members of the Perales team will evaluate their other Perales teammates, etc.).

**Written Assignments:** There are no papers, essays or other written assignments required for this class other than the project workplans, presentations and project work-output (client deliverables) which may take the form of a written document or report of professional quality. It is understood that the work that might normally go into written assignments, essays or papers is to be focused into the field-based projects and the project client deliverables.

**Readings and Discussions:** There will be some background informational readings and readings on project methodology that the students are expected to read. See course reading list below.

**Credit:** This course carries 0.5 (one-half) credit for the January semester at HKS. Cross-registered students will have to check with their home school registrars as to the credit that this course might bear in their home school degree programs.

**Additional Information:** The instructor is also available during the Fall semester to meet with students interested in the course and who want to discuss the class in more detail.

## Course Readings:

*[Other readings and background materials will be added to this list between now and January Term.]*

## Background Materials:

Chilean Economy (*OECD Economic Surveys*, OECD 2010):

<http://books.google.com/books?id=9wSDdOltW2EC&lpg=PA84&ots=PF1rHtCxjV&dq=export%20basket%20chile&pg=PA65#v=onepage&q=export%20basket%20chile&f=false>

Chilean Exports (Hausmann et al, *Structural Transformation in Chile*, 2007):

<http://www.bligoo.com/media/users/0/32886/files/Hausman%20et%20al%20Structural%20Transformation%20in%20Chile.pdf>

## Economic Development Methodology:

Growth Diagnostics (Ricardo Hausmann video):

<http://ophelia.media.mit.edu/downloads/hausmann-2.mov>

Economic Structural Transformation (Ricardo Hausmann video):

[http://ksgvideo.harvard.edu:8080/ramgen/fall2011/hausman-3\\_4-sub-streams.rm](http://ksgvideo.harvard.edu:8080/ramgen/fall2011/hausman-3_4-sub-streams.rm)

Product Space (Cesar Hidalgo): <http://www.chidalgo.com/productspace/index.htm>