# A Teacher's Guide to Gringolandia

## **Background:**

#### **About Chile:**



The longest country in the world—and one of the narrowest—Chile runs from the southern border of Peru to the southernmost tip of South America, a length of more than 4,200 kilometers (2,700 miles). With the Pacific Ocean to the west and the Andes Mountains to the east, Chile's average width is 177 kilometers (110 miles). Its neighbors are Peru to the north, and Bolivia and Argentina to the east.

Chile features some of the world's most diverse climates. In the north is the Atacama Desert, where measurable rainfall occurs only once every two years. Around the southern city of Valdivia, rainfall amounts often exceed 120 inches annually. The Central Valley, where the capital, Santiago, is located and where most Chileans live, has a climate similar to southern California.

The country contains incredible natural beauty, from one of the world's tallest mountain ranges to beaches, lakes, temperate rain forests, and glaciers. In the desert north, copper, nitrite, and silver mines dot the barren landscape, which has been compared to the landscape of the moon. The agricultural products of the Central Valley—fruit and wine, for example—are exported all over the world, as is timber from the forests in the south. The many lakes have become home to a thriving fishing industry. Along with this economic development have come numerous environmental challenges, including air and water pollution, contamination of the soil

from mining, deforestation, and the melting of the glaciers due to global warming. The country is also vulnerable to earthquakes. The strongest earthquake on record occurred near Valdivia in May 1960; measuring 9.5 on the Richter scale, it was accompanied by a destructive tsunami that changed the course of several rivers. An earthquake on February 27, 2010 measuring 8.8 on the Richter scale struck near Concepción, and a tsunami wiped out dozens of coastal towns. However, strong building codes implemented after 1985 prevented major loss of life.

Currently, more than 16 million people live in Chile, about a third of them in Santiago. Other major cities include Valparaíso, a port city west of Santiago on the Pacific Ocean; Concepción, an industrial city south of Santiago; Antofagasta, Iquique, and La Serena in the north; and Valdivia, Puerto Montt, and Punta Arenas in the south. Punta Arenas, at the southernmost tip of the continent, is a popular jumping-off point for voyages to Antarctica.

## The History:

Some 10,000 years ago, the indigenous Araucanians settled in central and southern Chile, where they resisted European control until well into the nineteenth century. (One group of Araucanians, near Temuco, was never conquered militarily.) The remainder of Chile, colonized as an outpost of the Spanish Empire in Peru, declared its independence from Spain in 1810. The country battled its neighbors for territory, claiming land from both Peru and Bolivia in the War of the Pacific (1879-1883). For the better part of two centuries, Chile benefitted from stable democratic government and economic prosperity, although poverty, inequality, and instances of brutal repression persisted. For instance, a 1907 miners' strike in Iquique ended in the massacre of 2,000 miners and their families.

In September 1970, the Chilean people elected as president the socialist physician and politician Salvador Allende. Allende moved to nationalize (place under state ownership) key industries and to redistribute the country's wealth in a more equitable manner. His actions provoked the United States government, which feared the rise of another Communist nation in the Americas. After a three-year destabilization effort, the United States, through the Central Intelligence Agency, backed a military coup led by Chilean Army commander General Augusto Pinochet.

The coup, which took place on September 11, 1973, led to the deaths of Allende and approximately 3,000 others. Some of the victims were "disappeared," their bodies never found. Another 30,000 Chileans were imprisoned and tortured, and nearly a tenth of the country's population left for political or economic reasons. The coup ended Chile's long history of stable democracy and rule of law—a source of pride for this South American nation—and ushered in seventeen years of violent repression. The Pinochet regime reversed not only Allende's policies but also earlier decades of social reforms, leaving the economy in the hands of free market policies that brought economic growth along with increasing misery for the poor. Today, Chile has one of the most unequal distributions of wealth in the Western Hemisphere.

In keeping with the provisions of the 1980 Constitution, which he wrote, Pinochet held a plebiscite—a yes or no vote on his continued rule—on October 5, 1988. After years of living in fear, and despite press restrictions and other rules favoring his side, the Chilean people voted no to continuing Pinochet's dictatorship. A civilian government led by Patricio Aylwin took over in March 1990. Chile's president from 2006 to 2010, Michelle Bachelet, was imprisoned and tortured under Pinochet's regime, as was her mother. Bachelet's father, an Air Force officer who supported Allende, died as a result of torture.

For many years Pinochet and his supporters escaped prosecution for their crimes against humanity. About 40 percent of the population, mostly (but not all) wealthy Chileans, continued to support the former dictator, who retained his rank as Commander-in-Chief of the Army for 10 years and remained a senator-for-life, as specified in the 1980 Constitution. In 1998, Pinochet was arrested on a trip to London and threatened with extradition to Spain, where he faced charges for the murder of Spanish citizens after the coup. Sixteen months later, British authorities allowed him to return to Chile for health reasons. Shortly after his return, Chilean courts indicted Pinochet and his associates for kidnapping. Later, he was indicted for assassination, torture, tax fraud, bribery, forgery, and other political and financial crimes but was able to delay legal proceedings due to claims of ill health. He died on December 10, 2006, at the age of 91, without ever standing trial.

#### Chileans in the United States:

Compared to other Latino immigrant groups, Chileans have a small

presence in the United States, with fewer than 100,000 U.S. residents tracing their heritage to Chile, according to the U.S. Census. The first Chilean immigrants arrived around 1850 to take part in the California Gold Rush; they believed their mining experience would give them an advantage. Once the Gold Rush ended, they went back.

In the 1950s and 1960s, some Chilean students attended universities in the United States; air travel made this possible for the first time. Allende's election drove a few of his opponents northward, but the largest emigration from Chile occurred after the 1973 military coup. Relatively few of the up to one million exiles came to the United States; most ended up in Mexico or Western Europe. Even so, an agreement between the U.S. and Chilean governments allowed several hundred political refugees to resettle in the United States. Most ended up in cities on the East and West Coasts, though some settled in the college towns and small cities of the Midwest. The political exiles and refugees created organizations to restore democracy to their country, free political prisoners, and preserve their cultural heritage. They found many allies amongst their Anglo and Latino neighbors, including religious and human rights activists, and fans of indigenous, folk, or world music.

Following the restoration of democracy, many of the Chilean exiles living in the United States and elsewhere returned to their country. Those who arrived as small children or were born in exile were less likely to go back, as they spoke little Spanish and had created new lives in their adopted country.

## **The Sanctuary Movement:**

Beginning in 1982, churches on the U.S.-Mexico border and farther north began to offer shelter and protection to refugees escaping civil wars in Guatemala and El Salvador. Fighting between government forces and left-wing guerrillas had claimed the lives of tens of thousands of people in these two Central American nations, and thousands more fled through Mexico to the United States. Between 1982 and 1986 hundreds of churches and synagogues created a new Underground Railroad that brought refugees from the border states of Texas, New Mexico, Arizona, and California north and east, where they ended up in "sanctuary cities" in the United States or in Canada. Lawyers sympathetic to their plight helped these refugees apply for asylum.

Sanctuary churches and sanctuary cities defied laws that treated Guatemalan and Salvadoran refugees as illegal immigrants, subject to deportation. Some of the sanctuary seekers were caught and deported. A few religious activists were also arrested and indicted, though most of the charges were eventually dropped. In 1986, one of the Sanctuary Movement's co-founders, Rev. John Fife, was convicted and sentenced to probation.

#### The novel:

Though haunted by memories of his father's arrest in Chile in 1980, Daniel Aguilar has made a new life for himself in the United States—far away from politics. But when his father, Marcelo, is suddenly released and rejoins the family, Daniel sees what five and a half years of prison and torture have done. Marcelo is partially paralyzed, tormented by flashbacks, and bitter about exile in "Gringolandia." Trying to reach his father, Daniel—along with his girlfriend, Courtney, the daughter of a minister once involved in the Sanctuary Movement—finds himself in the democracy struggle of the country he thought he left behind.

The characters in *Gringolandia* are invented but based on actual people who struggled against censorship, repression, and terror to bring democracy to their country. The musician Victor Jara and the young Chilean-American photographer Rodrigo Rojas Denegri (also spelled De Negri) were real victims of the Pinochet regime's brutality.

## **Discussion Questions and Activities:**

#### **Discussion:**

- 1. How did Daniel change in the years between his father's arrest and his father's release? How did his father change? How did the ways that each of them changed lead to conflict between Daniel and his father?
- 2. Why did Daniel blame himself for his father's arrest? Was he right to do so? Why or why not?
- 3. Why did Daniel have an easier time adjusting to life in the United States than his younger sister, Tina? How did Daniel try to help Tina to adjust? How might his "help" have made it harder for Tina to adjust?
- 4. Why did Marcelo not want Tina to know exactly what happened to

- him in prison? Why did he then tell Daniel? Do you think it was fair that he treated his two children so differently? Explain.
- 5.In the years that his father was imprisoned, Daniel took on the role of *el hombre de la casa*—the man of the house. What privileges and responsibilities did he have as part of this role? How did his privileges and responsibilities change when his father rejoined the family in exile?
- 6. Why did Daniel refuse to help his mother when Pato and Gregorio brought his father home at the end of Chapter Seven?
- 7. Why did the narrative switch to Courtney's point of view after Chapter Seven? Why did Courtney end up knowing more than Daniel about Marcelo's activities? How did this lead to conflict between Courtney and Daniel?
- 8. When Courtney brought a very drunk Marcelo to her brother's house after the party in Boston, how were her actions similar to her father's three years earlier? What advice did her brother give her about Marcelo? Why didn't Courtney take Matt's advice? What advice would you have given Courtney?
- 9. Why wasn't Marcelo angry when he learned that Courtney had taped him without his knowledge and used those tapes for articles published under his name? If you were Marcelo, how would you have reacted?
- 10. Why didn't Raúl want Marcelo to return to Chile? How could Marcelo, in his condition, have hurt the struggle against the dictatorship? Why did Daniel, at that point, refuse to talk his father out of returning?
- 11. What did Marcelo mean when he told Daniel in Chile, "...your return will be my hope?"
- 12. If you were Daniel, would you have broken up with Courtney after the incident at the end of the women's march? Why or why not? How else might they have resolved their conflict?
- 13. Why did Daniel go back to Chile after college? What did he give up by going back? What did he gain? Would you have made the same decision if you were in his place? Explain.
- 14. The essay Marcelo wrote for Daniel at the end of the novel is titled, "A Bird Named Pablo—A Metaphor." How are Pablo and the other birds symbols or metaphors for the story of *Gringolandia*? Through his narrative of the birds he adopted, what message does Marcelo want to send Daniel?

#### **Thematic Connections:**

## **Immigration and Assimilation:**

The United States is a land of immigrants. Most people living in this country have ancestors who chose to come to America from somewhere else between the 1600s and the present. However, throughout our history, those who came in previous waves of immigration have sought to prevent new people from coming.

Read about one of the groups that people in the United States tried to keep out. Examples are: Irish in the 1840s, Chinese in the 1880s, Southern and Eastern Europeans in the 1920s, Jews in the 1930s, Salvadorans and Guatemalans in the 1980s, and Mexicans from the 1930s to the present. Why did people from these countries seek to come to the United States? Why did those already here want to keep them out? How did people in the United States try to keep people from each of these countries from immigrating?

Today, immigration is one of the major topics in the news. Some people say that immigration should be restricted because immigrants take jobs and resources from people already here. Others say that immigrants create jobs and are a major reason why the United States is a world leader, politically and economically, today. Conduct a debate on this question.

In *Gringolandia*, Daniel, his mother, and his sister learned English right away, but Marcelo refused to take English classes. Why did Daniel, Tina, and their mother want to learn English quickly? Why did Marcelo refuse to learn English? Debate whether immigrants who do not know English should be allowed to take tests (such as the test for a driver's license) and receive services in their native language.

#### **Torture:**

Former Vice-President Dick Cheney and the creators of the TV series 24 have indicated that torture is necessary because it might elicit information to capture terrorists and to prevent future attacks. Others have argued that torture is not effective because it causes people to give false information in order to stop the pain. Still others say that we should not even debate the effectiveness of torture because it is morally wrong to inflict physical and psychological harm deliberately on another human being.

How was Marcelo tortured? Why was he tortured? Was gaining information the purpose of his torture? Explain.

How did the experience of torture affect Marcelo? How did it affect Daniel? How did it affect other members of Marcelo's family?

Based on your reading of *Gringolandia*, why do you think some governments use torture? How does the practice of torture affect these societies? How has your understanding of torture changed after reading the novel? Write a letter to a newspaper or to a public official that discusses what you think about our government's use of torture and what you learned from *Gringolandia*.

## **U.S. intervention in foreign countries:**

When Salvador Allende was elected president of Chile, the United States, through the Central Intelligence Agency (CIA) began a program to disrupt Chile's economy. CIA officials also began to work with allies in Chile's military to plot the violent overthrow of the Allende government. Using some of the sources listed in "For further information," discuss why the United States sought to bring down Allende's government.

In the 1980s, the U.S. government, through the CIA, tried to overthrow the Sandinista government in Nicaragua, while backing the governments in nearby El Salvador and Guatemala. Research the civil wars in each of those countries. Why did the United States oppose the Sandinista government in Nicaragua while supporting the governments in the other two countries?

In the 1980s, the U.S. government supported Saddam Hussein in Iraq's war against Iran, as well as Osama Bin Laden's guerrilla forces in Afghanistan. Research and discuss why these two figures received U.S. support in the 1980s. If you had the ability to see into the future, how would you have advised our nation's leaders to act toward Saddam Hussein and Osama Bin Laden in the 1980s?

Was Marcelo right to blame the U.S. government for what happened to him? Why or why not? Was he right to judge harshly the people of the United States, as he did to Courtney? How did Courtney respond to Marcelo's criticism of her country? Does living in a democracy make the people of the United States more responsible for what their government does in other countries? Explain.

## Literary elements and devices:

**Characterization:** Which character—Daniel, Marcelo, Tina, Victoria, or Courtney—is most like you? How? Which character would you want to have as your best friend, and why? How would you describe each of these characters to someone else?

**Point of view:** Which parts of the story are told by which

characters? Why do the narrators change? Why does Courtney tell part of her story in past tense and part in present tense? Think of places where the same scene is told from two different characters' points of view. How do they differ in the way they tell the story?

**Turning points:** There are several places where the story "turns" in a major and surprising way before reaching the climax, where the direction of both action and emotion shifts. These turning points take place at the end of Chapter Seven, at the end of Chapter Fourteen, and at the end of Chapter Twenty-three. How does the story shift at each of those points?

**Symbols and metaphors:** Symbols are objects that represent larger events, relationships, or ideas. For instance, Daniel's hair symbolizes different things throughout the novel. What does his hair symbolize in the airport scene at the beginning of the novel? When he decides to get dreadlocks? When he asks Courtney to cut off his dreadlocks? How do the changing meanings of hair reflect changes in Daniel's image of himself?

Metaphors connect two things, ideas, or objects, in which one stands for another, without using the words "like" or "as." An example is when Marcelo describes Daniel as "my son a free bird against the clear purple sky." Contrast that metaphor with Marcelo's observation of "the metal cage that was my body." Why does Marcelo juxtapose these two metaphors in the essay that he gives Daniel?

**Foreshadowing:** Foreshadowing hints at events that occur later in the story, especially in the climax. Give an example of foreshadowing in *Gringolandia*. Why does the author use foreshadowing?

**Irony:** Irony is the use of words and situations to convey a meaning that is the opposite of the stated meaning. **Verbal irony** uses words to convey the opposite meaning. **Situational irony** involves outcomes that are the opposite of what the reader expects. **Dramatic irony** occurs when the reader knows something that the character does not.

There are several examples of **verbal irony** in Chapter Six. For example, after Courtney stumbles in her first attempts to speak Spanish, how does Marcelo respond? Later in that scene, why is Marcelo's response to his wife's comment about the drinking age—"I sure don't want to break any laws"—another example of verbal irony? How do these instances of verbal irony reveal Marcelo's character?

At the end of Chapter Twenty-four, in the scene in the Jeep, Courtney wants to play the tape she made with Marcelo, which talks about what Marcelo wants to do when he gets back to Chile. Daniel responds, "I hope it doesn't involve weapons or explosives...I'm not a terrorist." How is this comment an example of **situational irony**? What is another example of situational irony in the novel? Why is situational irony used?

A principal subplot of *Gringolandia* relies on **dramatic irony**, which occurs when the narrative changes from Daniel's to Courtney's point of view. At the end of Part III, "La Gringa," what does the reader know that Daniel doesn't know? How does this instance of dramatic irony reveal Courtney's character? How does it contribute to the development of the plot?

#### **Activities:**

## **English/Creative Writing:**

1) In Chapter Eleven, Courtney hears about Daniel's involvement in a fight with an eighth grader, first from Willie and then from Daniel himself. Why must the reader hear about this event secondhand?

Write the fight scene from Daniel's, Tina's, or the eighth grader's point of view. How might their view of the fight differ from the way Courtney sees it. How might each of the three characters who witnessed or participated in the fight see it differently from the other two?

2) In Chapter Three, Daniel sees his father for the first time in nearly six years. He, his mother, and his father reveal many emotions. List these emotions. At the end of Chapter Thirty-one, we know there will be another emotional reunion when Daniel returns home.

Write a follow-up chapter in which Daniel returns to Wisconsin from Chile and sees for the first time either his mother, Tina, or Willie. Think about how Daniel has changed in his two weeks in Chile and how the other character you have chosen might react to these changes.

Music/Spanish: *Gringolandia* portrays a character for whom music is very important. Daniel's favorite musicians, such as Bruce Springsteen and Bob Marley, reflect aspects of his life and values. And when he goes to Chile, Daniel learns about musicians who have become part of the struggle for democracy.

Discuss how the music in his life reflects Daniel's experiences and values. Then choose a collection of songs that you think belong on Daniel's mixtapes, associating each one with a scene in the book. A Spanish class may want to research the life of Victor Jara, the exiled New Song musicians mentioned in Chapter Twenty-seven, or the musicians who came of age during the dictatorship and fought for freedom, such as Schwenke & Nilo, Eduardo Peralta, Isabel Aldunate, or Sol y Lluvia and add these to the mix.

**Social studies/Civics/Political Science:** During the time period of *Gringolandia*, Chile was ruled by a military dictatorship. How might life under this type of government be different from your life in the United States today?

Make a schedule of your activities on a typical day and week in the United States, and write down how they would be different in a society ruled by a military dictatorship, using parts of the novel as examples where applicable.

In the past hundred years, people around the world have struggled to get rid of dictatorships, repel foreign occupiers, or end the rule of colonial powers. What are some well-known examples of these freedom struggles? What methods did people use to accomplish their goals? Why were these methods chosen?

In some cases, people used violent means to achieve their goals. For instance, while Marcelo never took up arms, some of the people who read his newspaper used the information to assassinate government officials and spies. Why would they choose this tactic? Do you believe Marcelo should have been held responsible for their actions? Why or why not? Is using violence to end dictatorship ever justified? Explain.

If you, like Marcelo, chose to resist or overthrow the dictatorship, how would you go about it? Individually or in groups, write a proposal or plan for resistance that covers the following:

Mission of your individual or group effort (one sentence long)
Goals (these should include, but not be limited to)
Raising money
Getting the support of others
Activities to accomplish each goal
Obstacles to achieving your goals
Ways of measuring your success

## For further information:

#### **Books:**

Allende, Isabel. *Daughter of Fortune*. New York: HarperCollins, 1999. This historical novel by the acclaimed Chilean-American author explores the lives and experiences of Chileans who came to California during the mid-nineteenth-century Gold Rush.

Allende, Isabel. My Invented Country. New York: HarperCollins, 2003.

Allende's part-memoir/part-cultural history reveals the attitudes, values, and cultural practices in her homeland, which she left in 1976, three years after the military takeover, but wrote about in her bestselling novels *The House of the Spirits* and *Eva Luna*.

Arce, Luz. *Inferno: A Story of Terror and Survival in Chile*. Madison: Univ. of Wisconsin Press, 2004.

Arce, a member of President Salvador Allende's security detail, describes her years as a political prisoner, including extensive physical, sexual, and psychological torture and the threatening of her entire family. After months of inhumane treatment, she became a spy for her captors, and her information resulted in the torture, disappearance, and death of dozens of her friends and acquaintances. After the return to democracy, she testified before Chile's human rights commission, the Rettig Commission.

Constable, Pamela and Valenzuela, Arturo. *A Nation of Enemies: Chile under Pinochet*. New York: W.W. Norton, 1991.
Interviews with dozens of Chileans—political activists and ordinary people—offer an in-depth look at life under dictatorship.
Davidson, Miriam. *Convictions of the Heart: Jim Corbett and the Sanctuary Movement*. Tucson: Univ. of Arizona Press, 1988.
The author presents the history of this movement to shelter refugees from Guatemala and El Salvador through the life of Corbett, an Arizona rancher who co-founded the movement along with local Presbyterian minister John Fife.

Dorfman, Ariel. *Other Septembers, Many Americas: Selected Provocations, 1980-2004*. New York: Seven Stories Press, 2004. Dorfman, a versatile writer and outspoken human rights activist, served as President Salvador Allende's cultural attaché before escaping the country after the coup. In this collection of essays, he comments on the parallels and differences between the 1973 coup in Chile and the 2001 terrorist attacks in the United States, which both occurred on September 11.

Jara, Joan. *Victor: An Unfinished Song*. London: Jonathan Cape, 1983. The British-born Jara describes her life with the popular Chilean folksinger Víctor Jara, who gave voice to the struggles of impoverished Chileans. An outspoken supporter of President Allende, Víctor Jara was arrested on the day of the coup and taken to a soccer stadium where he was beaten and tortured, then gunned down in front of hundreds of

other prisoners.

Martinez, Demetria. *Mother Tongue*. New York: Ballantine/One World, 1997.

This novel portrays a 19-year-old Chicana woman who helps to hide a Salvadoran refugee man at the height of the Sanctuary Movement, only to fall in love with her enigmatic and tormented charge. Awardwinning Chicana poet/novelist Martinez was one of the activists indicted for their work with the Sanctuary Movement, but the charges were later dropped.

Muñoz, Heraldo. *The Dictator's Shadow: Life Under Augusto Pinochet*. New York: Basic Books, 2008.

A former official under President Allende, Muñoz offers a personal account of living through the coup and dictatorship and playing a major role in the 1988 plebiscite. He describes the impact of Pinochet's free market economic policies and efforts to bring the dictator to justice after the restoration of democracy.

Skármeta, Antonio. *The Composition*. Illus. by Alfonso Ruano. Toronto: Groundwood Books, 2000.

The Chilean author's picture book—adapted from a short story in *A Walk in My World: International Short Stories About Youth* (Persea, 1999) presents an eight-year-old boy, living in a dictatorship, whose class is assigned to write a composition on what their parents like to do in the evening.

#### **DVDs**:

A Promise to the Dead: The Exile Journey of Ariel Dorfman. Toronto: White Pine Pictures, 2007.

This documentary explores the life of author, teacher, and activist Dorfman, who believes his coworkers in the government deliberately protected him on the day of the coup so he could escape and tell their stories. Dorfman describes the impact of this event on his writing and on the course of his life after 1973. Much of the film focuses on the inspiration for and reaction to his best-known work, the 1991 play *Death and the Maiden*.

*El Norte*. Washington, D.C.: PBS/American Playhouse, 1984. A Guatemalan brother and sister journey through Mexico to the United States after a brutal government attack on their indigenous village.

Once in *el norte*, they face language barriers, difficult working conditions, illness, and the ever-present threat of deportation. Released in 1984, this award-winning film raised awareness of and support for sanctuary efforts.

Missing. Burbank, Calif.: Universal Pictures, 1982.

Winner of numerous awards, including an Oscar for screenwriting, this political thriller is based on the true story of Charles Horman, a journalist from the United States living in Chile, who disappeared after the 1973 coup. When Horman's father, Ed, comes to Chile to locate his son, he becomes aware of the Pinochet government's brutality and the complicity of his own government. The film is based on the book *The Execution of Charles Horman: An American Sacrifice* (1978) by investigative journalist Thomas Hauser.

#### Video game:

A Force More Powerful—the Game of Nonviolent Strategy. New York: The International Center on Nonviolent Conflict and York Zimmerman, 2006. CD-ROM for Windows.

Ten scenarios simulate nonviolent campaigns to end dictatorships, occupations by foreign powers, corrupt regimes, and racially discriminatory laws. Players obtain followers, allies, and money and organize direct action campaigns such as strikes, demonstrations, and boycotts to achieve their goals. The book that accompanies the game includes a chapter on the 1988 plebiscite in Chile.

#### Web sites:

Amnesty International (<u>www.amnesty.org</u>); Amnesty International USA (<u>www.amnestyusa.org</u>)

With more than 2.2 million supporters in over 150 countries, Amnesty International protects human rights around the world. Among the human rights violations it opposes by means of letter-writing campaigns, demonstrations, and educational activities are the imprisonment of people for political reasons, unfair trials, torture, the death penalty, and racial, ethnic, and religious discrimination. Students can get involved by starting or joining an Amnesty International at their school.

Derechos Chile (www.chipsites.com/derechos/index\_eng.html)
The most comprehensive site in English on the history of human rights

abuses in Chile during the Pinochet dictatorship, Derechos Chile offers historical background, testimonies, newspaper articles (many of them up-to-date stories from the English-language Santiago Times), photographs, descriptions of prisons, and lists of books and other resources. The sponsor of Derechos Chile is the Chile Information Project, which also offers tours of Chile focusing on a variety of themes, from human rights sites to wineries, national parks, and the home of Nobel Prize-wining poet Pablo Neruda. The information on this site is also available in Spanish.

## Human Rights First (www.humanrightsfirst.org)

This organization seeks to protect the rights of refugees, to support human rights activists in the United States and abroad, and to pressure the U.S. government to take a more active role in defending human rights at home and internationally. Among its recent campaigns are the effort to stop genocide in Darfur and the defense of civil liberties in the United States following the September 11, 2001 attacks.

## Human Rights Watch (www.hrw.org)

Based in the United States, Human Rights Watch conducts research on human rights issues throughout the world. The organization is an excellent source of information, which presented by region—Africa, the Americas, Asia, Europe/Central Asia, Middle East/North Africa, and the United States.

## Remember-Chile (www.remember-chile.org.uk)

This site came into existence in Great Britain following General Pinochet's arrest there in 1998. Created by Chilean exiles and their allies in Great Britain, the site details the history of the dictatorship, the atrocities committed under Pinochet's regime, and efforts to bring perpetrators to justice. Visitors are linked to testimonies of victims and their families, translated into English, along with relevant articles and reports in British newspapers and on the radio. A Spanish version of this site is also available.