This article contains a critical analysis of some aspects of the postgraduate teaching of Social Sciences in Chile, especially their excessive length and extreme reliance on courses. The analysis is based on a comparative approach contrasting the British system and the Chilean one. While in Britain the taught master is an intermediate step between the first degree and the doctorate, master's degrees in Chile tend to repeat the strategy of first degrees. It is argued that masters should emphasize seminars as a learning method in order to favor individual reading, presentation of papers and essays and, ultimately, to develop critical qualities and independence of mind on the part of students. All these skills are indispensable, be it for developing research later on, be it for pursuing a professional life with better tools.