



## Education Quality and Equity: Tensions and Proposals

LACB-3000 (3 Credits / 45 class hours)

SIT Study Abroad Program:

Chile: Comparative Education and Social Change

**PLEASE NOTE:** This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

### Course Description

Coordinated with the Universidad Alberto Hurtado, this thematic seminar looks at the Chilean and Argentinean educational systems in the context of Latin American and global changes, the relationship between education, society, social movements, and the crisis of education in Chile. It pays particular attention to the neoliberal educational model still in place from the Ley Orgánica Constitucional de Enseñanza (LOCE), a law enacted by the military regime of Augusto Pinochet, and the current Ley General de Educación (LGE). The seminar explores a number of critical issues, including the construction of new knowledge; the social transformation, quality, and equity of education; the teaching process; the legitimation and promotion of particular forms of reasoning; and the role of the state in education. The course also analyzes the differences between and the policies related to a Chilean neoliberal state and an Argentine welfare state about gender policies and public health in the education. The seminar classes will take place in Santiago, Valparaíso, and during rural and urban excursions to selected schools.

### Learning Outcomes

By the end of the course, students will be able to:

- Compare and analyze the structure and pedagogic orientation of Chilean and Argentine educational systems.
- Identify the social, cultural, economic, and political relationships existing in educational systems, the State, and social movements.
- Discuss, compare, and analyze issues of equity, human rights, and social change in the Latin American context.
- Analyze policies and programs about gender topics and public health in education.
- Explore and describe the identity, culture, and society of Chileans.

### Language of Instruction

This course is taught entirely in Spanish.

## Course Schedule

**\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.**

### Module I: Latin American and Chilean Context

The first module of the seminar analyzes the fundamental aspects of the recent history and current situation of education in Chile, the crisis in education, and student demonstrations. Students will discuss human rights in Chile and Argentina during the military dictatorships and the social and educational change in both countries. The sessions included in the module will also consider educational systems and the implications for equity and quality of education, including the implementation of policies and programs about gender topics and public health.

#### Required Readings:

- Concha, C., & García Huidobro, J. E. (2009). Educación: La revolución que el país requiere. *Universidad Alberto Hurtado Cuaderno de Educación*, 20, 1-6. Retrieved from <http://biblioteca.uahurtado.cl/ujah/reduc/pdf/pdf/txt128276.pdf>
- García Huidobro, J. E. (2011). Segregación en la escuela. *Universidad Alberto Hurtado Cuaderno de Educación*, 33, 1-2. Retrieved from [http://mailing.uahurtado.cl/cuaderno\\_educacion\\_33/pdf/actualidad33.pdf](http://mailing.uahurtado.cl/cuaderno_educacion_33/pdf/actualidad33.pdf)
- Riesco, M., & Durán del Fierro, F. (2011) Reconstruir el sistema nacional de educación pública. *Docencia*, (45), 4-17. Retrieved from <http://www.revistadocencia.cl/pdf/20111216121622.pdf>

#### Session 1: Social and educational history in Chile.

This session includes an overview of “Educación e historia chilena” during orientation day.

#### Session 2: Quality and educational equity in Chile and Latin America.

The program will visit Población La Victoria, La Victoria School, and Señal 3.

#### Session 3: Social Change and Social Movements in education and Chilean society.

Session 3 includes a trip to Arcis University, and a meeting and discussion with university students.

#### Session 4: Human rights in Chile and Argentina.

Students will participate in Human Rights Day, with a seminar at the Association of Relatives of Disappeared Detainees AFDD and excursions to Villa Grimaldi, a center of detention and disappeared people. Session 4 will also include visits to Museo de la Memoria, Cementerio General, Patio 29, and Memorial de Salvador Allende, places that are a testimony to the violation of human rights during dictatorship. There will be an opportunity for group reflection in the Spanish course.

#### Session 5: Educational reforms in the Latin American and Chilean context and its relation to gender and public health.

Session 6: Discussions on education in Chile; The social participants in education: From the Penguin movement to the present debate. Students will have the opportunity to meet and

interact with secondary students of Miguel de Cervantes School and Confederación Suzia School.

## **Module 2: Perspectives on Education and their Contribution to Equity and Quality Education**

The second module of the seminar reflects on educational discourse and the current debate, examines education policies, the role of the state and the implications for basic, secondary, and higher education. The perspective of social movements in relation to gender issues and public health in the education. This module will also explore the contrasts between the educational discourse, implementation in schools, and subjectivity from the social partners, researchers, students, and teachers.

### **Required Readings:**

- Palacios, J. (1999). *La cuestión escolar*. Buenos Aires: Fontamara.
- Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. (2007). *Educación de calidad para todos: Un asunto de derechos humanos*. Santiago: OREALC/ UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0015/001502/150272s.pdf>
- Muñoz, L., & Thezá, M. (2011). *El movimiento estudiantil universitario: Nuevas y clásicas formas de movilización*. Chile: INJUB.
- Fernández, E. (2009). Proceedings from Internationales Symposion im Rahmen der Fakultätspartnerschaft der Universidad de Chile und der Universität Potsdam: *Desafíos de futuro de la educación superior en Chile*. Potsdam: University of Potsdam.
- Ministerio de Planificación. (2000). *Educación técnica superior en Chile. Reflexiones sobre nuevas políticas*. Santiago: Gobierno de Chile.
  - o Read *Capítulo III: Modalidades de financiamiento de la educación superior en Chile*.

### Session 1: Higher education in Chile.

The first session of module 2 will incorporate a meeting and discussion with students of Alberto Hurtado University.

### Session 2 and Session 3: Excursions.

Sessions 2 and 3 will include a number of excursions. The program will observe and participate in two different types of schools, a high school in a low income suburb and six sessions of participant observation in municipal schools in Santiago. This activity is in relation to the Research Method and Ethics course, where students can practice different methods of field research. The program will also go on an excursion to Valparaíso, participating in two types of public schools, a rural and an urban school, where observation will take place in classrooms and students will engage in dialogue with the school director and the council of teachers. In addition, members of the Valparaíso Province's Colegio de Profesores (Regional Teacher Federation) will present their view of the current situation and process of change in Chilean education and the chances for reforms of the law of neoliberal education that is still governing the educational system. Finally, the group will meet with secondary students in an urban public school in Valparaíso. During this excursion the students can discuss educational matters, gender topics and public health

### Session 4: Experiences workshop: Pedagogical debate on Chilean education.

In this session, students will meet with Colegio de Profesores de Chile, the National Teacher Federation. There will be an opportunity for group reflection in the Spanish course and Research Method and Ethics course.

Session 5: Workshop for the elaboration of an essay on education.

In this session students will discuss gender issues and public health in education and will meet with secondary public school students.

Session 6: Closing session; Workshop summary.

The last session of the seminar will focus on group reflection and debate with an advisor of Alberto Hurtado University and the academic director.

## **Evaluation and Grading Criteria**

Description of Assignments:

The assessment includes observation of participation and preparation of the students from teachers and the academic director including questions, opinions, discussions and ideas from students during sessions. Also, students will have written assignments and 5 minute oral presentations about their topics of interest in special sessions at the end of each module.

Assessment:

Preparation for the seminars	15%
Participation in the seminars	10%
Written Assignment (3-5 pages)	45%
Oral Presentation	30%

Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

## **Expectations and Policies**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. You should keep in mind that the lecturers are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies. No plagiarism or cheating, nothing unethical.
- Respect differences of opinion. This includes the opinions of classmates, lecturers, and local constituents that you interact with during visits. You are not expected to agree with

everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.