



Bilingual Intercultural Education and Popular Education

LACB-3005 (3 Credits / 45 class hours)

SIT Study Abroad Program:

Chile: Comparative Education and Social Change

PLEASE NOTE: This syllabus is representative of a typical 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

This thematic seminar will take place during the program's educational excursions to the Mapuche rural community in the IX Region of Chile and Buenos Aires, Argentina. During the Mapuche rural community excursion, participant observation and lectures about Mapuche history and intercultural education are held in elementary and secondary schools. Educational activities complement the rural homestay, where students will learn about the traditional and ancient Mapuche ways of educating during rural and urban excursions to selected schools and a meeting with students of the Catholic University of Temuco. During the stay in Santiago and Buenos Aires, the students will be able to observe different public schools attended by immigrant populations from Peru, Colombia, Ecuador, Bolivia, Paraguay and other countries, and can visit alternative schools to observe and assess the practice of popular education. Students will also analyze gender topics, public health and indigenous health with these communities.

On the second excursion to Buenos Aires, Argentina, classes are held with the cooperation of a number of people, institutions, and schools, including the Instituto de Desarrollo Económico y Social (IDES); teachers and researchers of the Ministry of Education; the National Teacher Federation, CETERA; and the University of Buenos Aires (UBA). The program will also visit rural and urban schools, community groups, and social organizations. Before the excursion to Buenos Aires, among the critical issues the seminar explores are the construction of new knowledge; intercultural education; social transformation, quality, and equity of education; the teaching process; the legitimation and promotion of particular forms of reasoning; and the popular education in the formal educational institutions and in the *bachilleratos populares* that have been born from community initiatives. This excursion is complemented with a visit to ESMA, which was a torture center during dictatorship, and a meeting with Madres de la Plaza de Mayo, who elaborate about human rights, popular education, and the Universidad Popular Madres de la Plaza de Mayo. Students will also analyze gender topics and public health with these communities.

Learning Outcomes

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

- Identify and describe the Argentina's education system and compare the structure and pedagogic orientation with of Chilean education system.
- Explain the tensions among actors relevant to the educational system, such as students, teachers, government and the role of state, as well as those stemming from intercultural education with the Mapuche people, and the immigrants population in Chile and Argentina.
- Gain insight into issues of equity, human rights, indigenous health, public health, intercultural and popular education and social change in the Latin American context.
- Identify the social, cultural, economic, political, and gender relationships existing in both educational systems.
- Interpret concepts such as freedom of teaching, autonomy, and educational policies within the framework of current laws.
- Identify, understand and analyze issues of identity, culture and society in Chile and Argentina

Language of Instruction

This course will be 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: Intercultural and Bilingual Education and Popular Education

Module I analyzes popular education and critical pedagogy, and its implementation in the Chilean and Argentine educational systems. Students will discuss intercultural bilingual education, multiculturalism, gender topics and cultural diversity in the context of immigration in Argentina and Chile. The module will also include information about the implementation of the Chilean Bilingual Intercultural Education Program in Mapuche territory.

Required Readings:

- Fernández, J. A. (2007). Paulo Freire y la educación liberadora. La construcción teórica de Freire. El legado pedagógico del siglo XX para la escuela del siglo XXI. *Colección Historia de la Educación*, 159(4), 324-334.
- Donoso, A., Cotreras, R., Cubillos, L., & Aravena, L. (2006). Interculturalidad y políticas públicas en educación. Reflexiones desde Santiago. *Estudios Pedagógicos*, 32(1), 21-31.

Session 1: Popular education: A Latin American alternative of educational transformation.

Session 1 will focus on Paulo Freire, and the education as practice of freedom. In Santiago the program will visit the school La Caleta Sur and meet with students. In Argentina, we will visit Universidad Popular Madres de la Plaza de Mayo and *bachillerato popular* IMPA and meet with students.

Session 2: Intercultural and bilingual education in Latin America and Chile.

This session will include trips to public schools in Santiago and Buenos Aires that attend to Latin American immigrant populations. There will also be an excursion to a community of Mapuche people, with participant observation in schools.

Module 2: Seminars and Excursions to the Mapuche Indigenous Rural Community of Chapod

The main objective of this module and accompanying excursion is to learn about the current process of bilingual intercultural education between the Chilean State and Mapuche people, as well as the social conditions of the Mapuche. The rural homestay in this community is also an important component of the experiential learning process. Additionally, this module will analyze the state of the intercultural and bilingual education in Chile, the role of women in the Mapuche culture, and observe public and indigenous healthcare and its relationship with the educational system.

Required Readings:

- López, L. E. (2001). *La cuestión de la interculturalidad y la educación latinoamericana*. Supporting paper at the Séptima reunión del comité regional intergubernamental del proyecto principal de educación en América Latina y el Caribe, Santiago.
- Paineicura, J. A. (2010). *Situación actual del pueblo Mapuche*. Unpublished program document. Santiago: SIT.
- Villaseca, R. (2011) *La educación intercultural bilingüe en territorio Mapuche*. Unpublished program document. Santiago: SIT.

Session 1: The social situation of the Mapuche people.

Session 1 will focus on an excursion to Llaguepulli, an autonomous Mapuche community in Lago Budi.

Session 2: Philosophy and Mapuche cosmovisión.

In session 2 the program will visit Llaguepulli elementary school, and meet with teachers and leaders of the Mapuche Community Social Economic Development Project.

Session 3: Intercultural educative policies and its implementation.

This session will include an excursion to Liceo Intercultural Guacolda de Chol-Chol, where the program will have the opportunity to dialogue with students leaders and teachers. The program, will also meet with students to discuss gender topics and indigenous health programs.

Session 4 and Session 5: Identity and Mapuche culture.

During sessions 4 and 5 students will explore Mapuche identity in culture by partaking in a number of activities with the community, including learning basic Mapuzungun, the Mapuche language, practicing the Mapuche sport Palín, and completing volunteer work in the Chapod community building a Ruka, the traditional Mapuche home. Students will also complete participant observation in classrooms in the elementary school of Chapod and visit the Intercultural Hospital of Maquehue. As an act of reciprocity, the program students teach recreational English for the Mapuche students and participate in a community activity with families and teachers.

Session 6: Closing session.

The last session of module 2 will consist of oral presentations from students on different educational, social, and intercultural topics, as well as group reflection with the Mapuche coordinator and academic director.

Module 3: Seminars and Excursions to Buenos Aires, Argentina

In module 3, the most crucial thematic and theoretical seminars are delivered by the Instituto de Desarrollo Económico y Social (IDES). There, we will gain insights into education in Argentina from teachers and researchers from the Ministry of Education and different social actors such as the Teachers' Federation, social organizations, *bachilleratos populares*, NGOs, university representatives, academics, and students.

Required Readings:

- Feldfeber, M. y Gluz, N. (2011). Las políticas educativas en Argentina: herencias de los '90, contradicciones y tendencias de "nuevo signo." Párrafos seleccionados. *Educação & Sociedade*, 32(115), 339-356. Retrieved from <http://www.scielo.br/pdf/es/v32n115/v32n115a06.pdf>
- Finnegan, F. (2011). *Un caso de política socioeducativa para la retención escolar en el nivel secundario: El Programa Nacional de Becas Estudiantiles* [PowerPoint Slides].
- Gluz, N. (2006) "La construcción socioeducativa del becario: La productividad simbólica de las políticas sociales en la educación media. Buenos Aires: Instituto Internacional de Planeamiento de la Educación IIPE. UNESCO. Retrieved from <http://www.buenosaires.iipe.unesco.org/sites/default/files/Nora%2520Gluz.pdf>
- Ministerio de Educación de la Nación. *Acerca de la Dirección Nacional de Políticas Socioeducativas*. Buenos Aires: Gobierno de Argentina. Retrieved from <http://portales.educacion.gov.ar/dnps/acerca-de/>
- Ministerio de Educación de la Nación. Dirección Nacional de Políticas Socioeducativas. (2009). *Las Políticas Socioeducativas*. Buenos Aires: Gobierno de Argentina. Retrieved from http://www.me.gov.ar/dnps_revista/indice.htm
- Urquiza, P. (2011, Feb 16). *Asignación universal por hijo, nuevos desafíos. Políticas socioeducativas* (Fragmento). Retrieved from http://www.me.gov.ar/dnps_revista/sec01.htm
- Pascual, L. (2012). *Organización y antecedentes de la educación secundaria en Argentina* [PowerPoint Slides].
- Kisilevsky, M. (2011). Bases de la política educativa Argentina. Artículo.

Session 1: A general view of Argentine recent history.

During session 1, the program will visit different places and neighborhoods, including Barrio de la Boca, Casa Rosada, and Plaza de Mayo.

Session 2: Structural tensions in Argentine and Latin American education.

This session focuses on an excursion to Escuela de Reingreso y recuperación de Enseñanza Media de Barracas.

Session 3: Planning and reforms in the Argentine educational system.

The program will visit two schools during session 3, Escuela de Enseñanza Media "Cacho Carranza", a teacher who went missing during dictatorship, and Escuela N°2, which is attended by teen parents. Students will observe and participate in classrooms, meet with students, and interview the school's director.

Session 4: A critical perspective of education, human rights, and popular education.

Session 4 will concentrate on human rights, through a dialogue with Madres de la Plaza de Mayo and the participation in their weekly rally at the Plaza de Mayo, as well as visits to ESMA, a military center of detention and disappearance of people during dictatorship, and *bachillerato popular* IMPA.

Session 5: Reality and expectations of high school students.

The program will go to the Artistic School Aida Mastrazzi and meet with students.

Session 6: The Argentine educational system and role of the state.

Session 6 will include a meeting with CTERA's representative, as well as a trip to Escuelas Técnicas Raggio to meet with secondary students.

Session 7: Tertiary education in Argentina.

In this session, the program will visit Facultad de Filosofía y Letras of UBA, Universidad de Buenos Aires.

Session 8: Closing session.

The last session of the seminar will consist of a feedback session about seminars and excursions with the academic director and in the Research Method and Ethics seminar. There will be group reflection with the academic director and Buenos Aires coordinator. Finally, the students will complete oral presentations on different educational, social, and intercultural topics.

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:

Temuco excursion is 40% of the final grade.

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

Argentina excursion is 60% of the final grade.

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.