Course Syllabus

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 course looks at the Chilean educational system in the context of global changes, the relationship between education and society, and the crisis of education in Chile. It pays particular attention to the educational model still in place thanks to a law (LOCE) enacted by the military regime of Augusto Pinochet and the current Ley General de Educación (LGE) that replaced it. Among the critical issues the seminar explores are: the construction of new knowledge; intercultural education; social transformation and the quality and equity of education; the teaching process and the legitimating and promotion of particular forms of reasoning.

The classes take place in three main program sites: first in Santiago at the UAH; second in Valparaíso, during rural and urban excursions to selected schools.

Course Objectives
The main objectives of this course are:
- To look at education as a vehicle to promote social change and equity.
- To explore the educational system in Chile and the processes of reform.
- To study critical pedagogy and popular education.
- To study education and its importance to preserve human rights.

Expected Outcomes
By the end of the course, students should be able to:
- Describe and analyze the structure and pedagogic orientation of Chile’s education systems.
- Identify the social, cultural, economic, and political relationships that exist in the educational systems.
- Discuss, compare, and analyze issues of equity, human rights, popular education, and social change in the Latin American context.
- Apply such understandings to other Latin American contexts.
- Explore and describe the identity, culture, and society of Chileans.

Course Modules
Lectures are delivered by prestigious researchers from the CIDE (Research Center for the Development of Education), a center belonging to the UAH. Research and expertise in the area of education and social change ensures a high level of academic excellence.

Module 1: Latin American and Chilean Context
Seminar 1: Social and educational history in Chile.
Seminar 2: Quality and educational equity in Chile and Latin America.
Seminar 3: Educational reforms in the Latin American and Chilean context.
Seminar 4: Discussions on education in Chile: The social participants in education: from the Penguin movement to the present debate.
Seminar 6: Social Change in Latin America and Chile.

Module 2: Perspectives on Education and their Contribution to Equity and Quality Education
Seminar 7: Experiences Workshop: Pedagogical debate on Chilean education.
Seminar 8: Intercultural education in Latin America and Chile.
Seminar 9: Educational proposals in sectors of poverty.
Seminar 10: Higher education in Chile.
Seminar 11: Workshop for the elaboration of an essay on education.

Module 3: Visit to Schools and Conclusions
Seminar 10 and 11: Excursions.
- Observation and participation 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.
- Human Rights Day
- Seminar at the Association of Relatives of Disappeared Detainees (AFDD)
- Excursions to Villa Grimaldi detention center; disappearance of people during the dictatorship.
- Excursion to Valparaíso: Observe and participate in classrooms of two types of public schools, a rural and an urban observation takes place in classrooms and students engage in dialogue with the school director and the council of teachers; members of the Valparaíso Province’s Colegio de Profesores (Regional Teacher Federation) present their view of the current situation and process of change in Chilean Education and the chances for reforms of the law of education enacted by Pinochet, which is still governing the educational system; visit to an urban public school.

Seminar 12: Closing session; workshop summary.
Course Requirements
Readings
You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in context, to challenge and engage lecturers, to generate questions for class discussions, and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.


Cox, C., 2003, Políticas Educacionales en el Cambio de Siglo, Editorial Universitaria, Chile.


PLEASE NOTE: A DETAILED PROGRAM, WITH DATES, COURSE CONTENTS, LECTURERS, AND READINGS WILL BE PROVIDED DURING ORIENTATION. THEY MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Grading Scales and Criteria
Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of absolute quality of performance, progress made, and the ability to take into account and assimilate the academic director’s and the teachers’ advice in assessing the work done. An “A” letter grade reflects exceptional work, perfect combination of academic competences, and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well argued paper. A “B” letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A “C” letter grade shows the work meets the requirements but needs more in-depth reflection and
personal involvement. A “D” letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

**Assignments**
Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence.

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<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tr>
<td>Preparation for the seminars</td>
<td>25%</td>
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<tr>
<td>Written assignment; 3–5 pages</td>
<td>45%</td>
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<td>Two oral presentations</td>
<td>35%</td>
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**Grading Scale**
The grading scale for all classes is as follows:

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<thead>
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<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
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<tr>
<td>90-93%</td>
<td>A-</td>
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<td>87-89%</td>
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<tr>
<td>84-86%</td>
<td>B</td>
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<tr>
<td>80-83%</td>
<td>B-</td>
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<td>77-79%</td>
<td>C+</td>
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<tr>
<td>74-76%</td>
<td>C</td>
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<td>70-73%</td>
<td>C-</td>
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<td>67-69%</td>
<td>D+</td>
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<td>64-66%</td>
<td>D</td>
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<td>below 64</td>
<td>F</td>
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**Please see the SIT Study Abroad student handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Please Note:** Course contents, lecturers, and readings may be modified as needed. Should any change of class topics or lecturers be necessary, the student will be promptly notified.