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 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
This course will introduce students to the meaning of intercultural education by focusing on the Chilean and Argentine educational systems. Students will study the issues of equity, human rights, intercultural, and popular educational policies within the framework of current laws. The course examines the tensions among actors relevant to the educational system, such as students, teachers, and the government. Classes take place in two main program sites: the Mapuche rural community in the southern part of Chile and Buenos Aires, Argentina. During the Mapuche rural community excursion, participant observation and lectures about Mapuche history and intercultural education are held at the Chapod, Lago Budi, and Chol Chol elementary schools. Educational activities complement the rural homestay where students learn about the traditional and ancient Mapuche ways of educating during rural and urban excursions to selected schools.

Course Objectives
The main objectives of this course are:
- The study education as a vehicle to promote social change and equity.
- To understand what intercultural education means in the global era: the case of intercultural education between the Chilean state and Mapuche indigenous people.
- To explore the educational system in Argentina and the processes of reform in both places.
- To study critical pedagogy and popular education.
- To study education and its importance to preserve human rights.

Expected Outcomes
At the end of the course, students should be able to:
• Identify, describe, and compare the structure and pedagogic orientation of Chile’s and Argentina’s education systems.
• To be able to identify the social, cultural, economic, and political relationships existing in both educational systems.
• To gain insight into issues of equity, human rights, intercultural, and popular education and social change in the Latin American context.
• To be able to interpret concepts such as freedom of teaching, autonomy, and educational policies within the framework of current laws.
• To be able to explain the tensions among actors relevant to the educational system, such as students, teachers and government, as well as those stemming from intercultural education and the Mapuche people.
• Deal with issues of identity, culture, and society of Chileans and Argentines.

Course Modules

Module 1: Seminars and Excursions to the Mapuche Indigenous Rural Community of Chapod

The main objective of this excursion is to learn about the current process of intercultural education between the Chilean State and Mapuche people; also, to learn about the social conditions of the Mapuche indigenous people. In this locality, the rural homestay is also an important component of the experiential learning process.

Seminar 1: The Social Situation of the Mapuche People.

Seminar 2 and Excursion to Lago Budi: Philosophy and Mapuche Cosmovision.

Excursion to the Escuela Básica Comunitaria de Llaguepulli, Proyecto de Educación Intercultural Comunitario.


Excursion to the Liceo Intercultural Guacolda de Chol-Chol.

Seminar 4: Learning Basic Mapuche Language, Mapuzungun.

Practice: Traditional Mapuche sports: Palín.

Volunteer work in the Chapod community.

Educational Activity: Participant Observation in classrooms, Chapod elementary school.

Seminar 5: Dialogue with Mapuche Community Leaders and School Teachers, Chapod elementary school.

Seminar 6: English Classes for the school’s Mapuche students, taught by SIT Program students, Chapod elementary school.

Module 2: Seminars and Excursions to Buenos Aires, Argentina

The most crucial thematic and theoretical seminars are delivered by the Instituto de Desarrollo Económico y Social (IDES). There, we gain insights into education in Argentina from a representative of the government (ministry of education) and different
social actors such as the Teachers’ Federation, social organizations, NGOs, and University representatives, academics, and students.

Seminar 1: *A General View of Argentine Recent History.*

Seminar 2: *Structural Tensions in Argentina and Latin American Education.*

Seminar 3: *Planning and Reforms in the Argentine Educational System.*

Seminar 4: *Reality and Expectations of High School Students.*

Seminar 5: *Excursion to the Escuela de Recuperación de Enseñanza Media de Barracas.*

Seminar 6: *The Argentine Educational System and Recent Reforms.*

Feedback Session about seminars and excursions in BA: 2 hours, in charge of the AD

Seminar 7: *A Critical Perspective of Education.*

Excursion with CETERA’s representative to the Escuela de Enseñanza Media Nº 2 Distrito Escolar 20, (Cañada de Gómez 3850) del Barrio Piedra Buena. Observation and participation in classrooms; interview with the school’s director.

Seminar 8: *Tertiary Education in Argentina*

Excursion and seminars 9 y 10: Education, Human Rights and Popular Education; Dialogue with Las Madres de la Plaza de Mayo; lecture: La Universidad de las Madres de Plaza de Mayo and popular education; participation in Mother’s weekly rally at the Plaza de Mayo.

**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.


Secretaría General OCDE. *Informe de Educación en Argentina*


**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.

**Assignments**

**Seminars and Temuco Excursion 40%**

- Preparation for seminars 25%
- Written Assignment 2 to 3 pages 45%
- Oral Presentation 30%

**Seminars and Excursion to Argentina 60%**

- Preparation for seminars 25%
- Written Assignment 2 to 3 pages 45%
- Oral Presentation 30%

**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.

The grading scale for all classes is as follows:

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<th>Grade</th>
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<tr>
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<td>94-100%</td>
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<td>A-</td>
<td>90-93%</td>
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</table>
87-89%  B+
84-86%   B
80-83%   B-
77-79%   C+
74-76%   C
70-73%   C-
67-69%   D+
64-66%   D
below 64 F

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.