

Bilingual Intercultural Education and Popular Education LACB-3005 (3 Credits)

Chile: Comparative Education and Social Change

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 original towns education as Mapuche educative autonomy, decolonial pedagogy, intercultural bilingual education, Mapuche worldview, history, current situation, decoloniality and decolonization process 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, where can analyze intercultural education with migrant populations and can visit alternative schools to observe and assess the practice of intercultural education 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 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 through nontraditional educative models as popular education, critical pedagogy, critical interculturality, historic memory, decolonial feminist and militant culture, social transformation, the teaching process; the legitimation and promotion of particular forms of reasoning; in the formal educational institutions and in the *bachilleratos populares* that have been born from community initiatives.

Learning Outcomes

Upon completion of the course, students will be able to:

- Reflect and identify nontraditional educative models, original towns education, and social change in Chile and Argentina;
- Identify the social cultural identity, economic, and political relations existing in both educational systems;
- Interpret concepts such as popular education, critical pedagogy, critical interculturality, historic memory, and decolonial feminist Mapuche educative autonomy, decolonial pedagogy, intercultural bilingual education, decoloniality, and decolonization;
- 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 original towns education with the Mapuche people, the intercultural education with immigrants population in Chile and Argentina;
- Identify and describe Argentina's education system and compare the structure and pedagogic orientation with the Chilean education system.

Language of Instruction

This course is taught in Spanish, students will be exposed to vocabulary related to the course content, as well as the nuances of social change and the educational system of both Chile and Argentina through lectures by in-country experts and field visits to a wide range of regional locations and venues

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Course Schedule

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

Module 1: Nontraditional and Original Towns Education

In this module, students visit, define, and analyze nontraditional educational models and original towns education through a conceptual theoretical approach from seminars given by the Alberto Hurtado University and reflective experiences from visits to schools where students

can reflect and discuss these issues with educational communities, young people and teachers.

Readings:

- Abarca, G. (2015). Intercultural Bilingual Education: Education and Diversity. ORELAC UNESCO. Recovered from: http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/APUNTE_09-ING.pdf
- Lopez, L, Sichra, I (2016) Indigenous Bilingual Education in Latin America. Recovered from https://www.academia.edu/34465331/Indigenous_Bilingual_Education_in_Latin_America
- Freire Paulo. (1987). Pedagogía del oprimido (36a. ed., 2005) México: Siglo XXI. Recovered from: <https://fhcv.files.wordpress.com/2014/01/freire-pedagogia-del-oprimido.pdf>

Session 1: Non traditional education models: alternative of educational transformation

This session is composed of the seminar on nontraditional educational models as popular education, critical pedagogy, critical interculturality, historic memory and decolonial feminist in Santiago with Alberto Hurtado University and this seminar is linked to visit La Caleta Sur school and participate in a joint reflection activity with the students. In Argentina we will visit the bachillerato popular IMPA where we will facilitate spaces for conversation with the students.

Session 2: Original towns education and interculturality in Chile and Argentina

This session is composed of the seminar on original towns education analyzing topics as Mapuche educational autonomy, decolonial pedagogy, intercultural bilingual education and original towns rights contenidas en 169 International Labor Organization Convention (ILO) in Santiago with Alberto Hurtado University and this seminar is linked to a visit to the Laguna Verde school in Valparaíso and schools in Santiago and Buenos Aires that serve migrant populations.

Module 2: Seminars and Excursions to the Mapuche Indigenous Rural Community of Padre Las Casas, Temuco, Mapuche territory.

The main objective of this module and the accompanying excursion is to learn about the current process of intercultural bilingual education between the Chilean State and the Mapuche people in contrast with experiences of educational autonomy, decolonial pedagogy and critical interculturality as well as the educative, political and social conditions of the Mapuche people. A stay in a rural house of this Mapuche community is also an important component of the experiential learning process. In addition, this module will analyze the possibilities of an education from the Mapuche people in relation to territory, history, worldview, language, culture, identity, and connection with nature and environment, the role of women in Mapuche culture and the experience to meet families will be highlighted to discuss these issues.

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.
- Painecura, J. A. (2019). *Situación actual del pueblo Mapuche*. Unpublished program document. Santiago: SIT.
- Villaseca, R. (2019) La educación intercultural bilingüe en territorio Mapuche. Unpublished program document. Santiago: SIT.
- Lagos, C. (2015) Perpetuating discrimination? *Pensamiento Educativo. Revista de Investigación Educativa Latinoamericana*, 52(1), 84-94 Recovered from: https://www.academia.edu/12672698/The_Intercultural_Bilingual_Education_Program_and_its_results_Perpetuating_discrimination

Session 1: The social situation of the Mapuche people

This session is composed of the following seminar History and Current Situation of the Mapuche people and it will focus on the history, the process of colonization, decolonization, acculturation, transculturation, annexation to the State of Chile, the political and social situation and the current struggles for autonomy, these topics are discussed with Mapuche teachers at Cerro Loncoche school; with Mapuche students at Liceo Guacolda de Chol Chol and with Mapuche families in the community.

Session 2: Philosophy and Mapuche cosmovisión

This session is composed of the seminar Philosophy and Mapuche Cosmovision which focuses on the concepts of the origin of the Universe, life on Earth, origin of people and the relationship with nature. The program will visit a local elementary school, Escuela intercultural Bilingüe Cerro Loncoche whose work objective is the revitalization of the Mapuzungun language where students meet with Mapuche teachers and students to discuss the presence of Mapuche philosophy in the intercultural curriculum in the context of bilingualism.

Session 3: Intercultural educative policies and its implementation

This session is composed of the seminar Educational Policies of the Chilean State and their implementation. This session will include a field trip to a secondary school, Liceo Intercultural Guacolda de Chol-Chol, where the program will have the opportunity to dialogue with students, leaders and teachers belonging to the Mapuche people about the impact of these policies on students, their families and communities.

Session 4: Original towns education in Mapuche territory

This session is composed of the seminar The education of original towns in Mapuche territory, which addresses concepts and experiences related to educational autonomy, decolonial pedagogy, intercultural bilingual education, decoloniality and decolonization; topics that are addressed transversally throughout the excursion in Mapuche territory.

Session 5: Identity and Mapuche culture

During session 5 students will explore Mapuche identity and culture by participating in a series of activities with the community, including learning basic Mapuzungun, the Mapuche language, practicing the Mapuche sport Palín, sharing in a Trafkintu, a traditional activity of the Mapuche culture, which took place when each community presented goods to be exchanged; and

participating in the construction of a Ruka in the Mapuche community, the traditional Mapuche house. The students will also carry out a participant observation in the classrooms of an elementary school. As an act of reciprocity, program students will teach recreational English to 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 one individual oral presentation and a collective reflection of the group on the themes of the excursion, such as original towns education as Mapuche educative autonomy, decolonial pedagogy, intercultural bilingual education, Mapuche worldview, history, current situation, decoloniality, and decolonization process or any other topic such as identity, culture, history, cosmivision, or Mapuche Mapuzungun language related to the excursion, the case of any experience in the schools, with the community or with the families, The oral presentations and group reflection are led by 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 who will address issues related to non-traditional educational models such as popular education, critical pedagogy, critical interculturality, historical memory, decolonial feminist and militant culture, social transformation, the teaching process; the legitimation and promotion of particular forms of reasoning within the Argentine educational system and the experiences of social organizations and communities in the context of education, society and politics in Argentina.

Readings:

- Gluz, N y Feldfeber, M (2021); La democratización como horizonte y las políticas de "inclusión" en el campo educativo: En. Feldfeber y Gluz, N. (comps) *Las tram(p)as de la inclusión Políticas públicas y procesos de democratización en el campo educativo (2003-2015)*, Buenos Aires: FILO. (pp.13-44)
- Gluz, N; Karolinski, M y Diyarlan M (2020); Diferencias e indiferencias. Pobreza y desigualdades en las políticas educativas argentinas del SXXI. Revista de la Carrera de Sociología 10 (10), 92-131
- Finnegan, Florencia (2020); El nivel secundario de Educación Permanente de Jóvenes y Adultos en la Argentina. Contribuciones y desafíos para la democratización de la educación, en Acuña, Violeta y Cattelli Jr., Roberto Educación de Personas Jóvenes y Adultas en América Latina: conceptos y prácticas, Chile: Equipo Programa de Desarrollo Disciplinario en Educación de Jóvenes y Adultos, Facultad de Ciencias de la Educación, Universidad de Playa Ancha (en edición)
- Finnegan, F.; González, D. y Valencia, D. (2021); Educación permanente de jóvenes y adultos ¿un derecho que llega a todos? UNIPE, Observatorio educativo y social, año 3 | número 6 agosto 2021.
- Pascual, L., D'Abate, G., Dirie, C. y Tezza, S. (2018); "Condiciones de trabajo de los profesores de nivel secundario y prácticas de enseñanza. Un abordaje cualitativo", en

RELAPAE, N° 9 (5), pp 47-64. Disponible

en: <http://revistas.untref.edu.ar/index.php/relapae/article/view/215>

Pascual, L. (comp.) (2018); Representaciones, condiciones de trabajo y prácticas de los docentes de educación secundaria en la Provincia de Buenos Aires, Ediciones de la UNLA. Disponible

en: http://www.repositoriojmr.unla.edu.ar/download/MON/Pascual_L_Representaciones_2018.pdf

Otero, Analía y Corica, Agustina (2017); Jóvenes y educación superior en Argentina. Evolución y tendencias. *Revista Interamericana de Educación de Adultos*, vol. 39, núm. 1, pp. 11-

28. https://www.redalyc.org/journal/4575/457555511002/html/#redalyc_457555511002_ref6

Kisilevsky, M. (2021). Bases de la política educativa Argentina (mimeo) Ministerio de Educación, SEIE (Secretaría de Evaluación e Información Educativa) 2020; Informe Preliminar Encuesta a Hogares Continuidad pedagógica en el marco del aislamiento por COVID-19, Buenos Aires, Ministerio de Educación de la Nación. Available at: [informe preliminar encuesta a hogares.pdf \(argentina.gob.ar\)](#)

Session 1: A general view of Argentine recent history and human rights

This session takes place before and during the Orientation Days, in which the general educational, historical, social, political-demographic, economic and cultural context is addressed, complemented by visits to the following sites to different places and neighborhoods, including Barrio de la Boca, Casa Rosada, and Plaza de Mayo.

Also we will concentrate on human rights, through a dialogue with Abuelas de la Plaza de Mayo, non-governmental organization created in 1977 whose objective is to locate and return to their legitimate families all children who disappeared during the last Argentine dictatorship, and the participation in their weekly march at the Plaza de Mayo, as well as visits to ESMA, a military center of detention and disappearance of people during dictatorship with a group reflection at the end of the day at ESMA.

Session 2: Structural tensions in Argentine education

This session is composed of the seminar Comparative Analysis of the Chilean and Argentinean Educational Systems. This session is also related to the visit to the basic school Escuela N°24 DE 19°, which serves a vulnerable population with limited economic resources.

Session 3: Policies and reforms de inclusion in the Argentine educational system

This session is composed of the seminar Educational Policy and Reforms in the Argentinean Educational System and a perspective from secondary education. The program will go to the Artistic School Aida Mastrazzi and meet with students, school under the Ministry of Education of the City of Buenos Aires as well as a trip to Escuelas Técnicas Raggio to meet with secondary students. At present, the following specialties are taught: food industry techniques, construction, furniture industry and design techniques, electrical engineering, graphic industry techniques, clothing design and production design and production of clothing, and mechanics. In addition, this session includes a visit to Mocha Celis, an inclusive educational space for transgender people. During these visits students will observe and participate in classrooms, meet with students or interview the school's directors.

Session 4: Nontraditional educative models: a critical perspective of education

This session is composed of the seminar non-traditional educational models (Escuela Normal Superior N°7) and *bachillerato popular* IMPA. Since 2004, it has been developing a popular high school experience in which more than 180 people displaced from the traditional educational system attend. This session focuses on an excursion to Escuela de Reingreso y recuperación de Enseñanza Media de Barracas, an institution specifically for young people who have left school for a period of time or dropped out of school completely.

Session 5: The Argentine educational system and role of the state

Session 5 will include a meeting with CTERA's representative (Confederation of Education Workers of the Republic of Argentina).

Session 6: Tertiary education in Argentina.

This session is composed of the seminar Public Higher Education in Argentina. In this session, the program will visit Facultad de Filosofía y Letras of UBA, Universidad de Buenos Aires. Students will learn about the higher education system in Argentina, its main characteristics, its historical conformation and current development. The current regulatory framework. Access, free access and academic freedom in Argentine universities. We will also visit the Escuela Normal Superior N°7 "José María Torres", which trains early education teachers.

Session 7: 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.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

The evaluations of this course consider 6 evaluative instances, which are divided into two components. The first one is related to the excursion and thematic seminars in Temuco, which represents 40% of the total course. The other evaluation component is related to the excursion and thematic seminars in Argentina, which represents 60% of the total course.

The evaluation criteria for each of the components are detailed below.

Temuco excursion is 40% of the final grade.

1) Temuco Excursion and seminar Paper (50%)

This component will evaluate the elaboration of a written essay at the end of the Excursion to Temuco, which contemplates the free choice of a topic addressed in the seminars, visits to schools and communities. The following evaluation criteria will be considered: presentation and justification of the topic; synthesis; coherence and depth of reflection.

2) Temuco Excursion and seminar Oral Presentation (40%)

This component will evaluate an oral presentation of your final written essay. The following evaluation criteria will be considered: presentation and justification of the topic; synthesis; coherence and depth of reflection.

3) Participation Excursion and seminar (10%)

This includes active involvement in lectures, readings, discussions, and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.
- Respect and compliance with Human Subject Review.

Argentina excursion is 60% of the final grade.

4) Argentina Excursion Paper (50%)

This component will evaluate the elaboration of a written essay at the end of the Excursion to Argentina, which contemplates the free choice of a topic addressed in the seminars, visits to schools, communities and organizations. The following evaluation criteria will be considered: presentation and justification of the topic; synthesis; coherence and depth of reflection.

5) Argentina Oral Presentation (40%)

This component will evaluate an oral presentation of your final written essay. The following evaluation criteria will be considered: presentation and justification of the topic; synthesis; coherence and depth of reflection.

6) Participation Excursion and seminar (10%)

This includes active involvement in lectures, readings, discussions, and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and

also means allowing others to speak if you are a person who tends to dominate class discussions.

- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.]
- Respect and compliance with Human Subject Review.

Assessment:

Temuco excursion is 40% of the final grade.

Participation in the Seminars – 10%

Written Assignment (3-5 pages) – 50%

Oral Presentation – 40%

Argentina excursion is 60% of the final grade.

Participation in the Seminars – 10%

Written Assignment (3-5 pages) – 50%

Oral Presentation – 40%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
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

Program Expectations

- 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. These 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 (classmates', lecturers, local constituents engaged with on the 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.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.

- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.