

CURSO	:	TERRITORY, INTERCULTURALITY AND EDUCATION FOR SUSTAINABILITY
TRADUCCIÓN	:	TERRITORIO, INTERCULTURALIDAD Y EDUCACIÓN PARA LA SUSTENTABILIDAD
SIGLA	:	VIL624
REQUISITOS	:	NO REQUIREMENTS
RESTRICCIONES	:	AUTHORIZATION BY AU (VILLARRICA CAMPUS)
CONECTOR	:	-
TIPO	:	LECTURE
CALIFICACIÓN	:	Calificación de 1.0 a 7.0
DISCIPLINA	:	SOCIOLOGY, ANTHROPOLOGY, EDUCATION, HISTORY
PALABRAS CLAVE	:	LOCAL KNOWLEDGE, LOCAL DEVELOPMENT, MAPUCHE PEOPLE, ARAUCANÍA REGION

I. DESCRIPCIÓN DEL CURSO

The course invites the students to analyse, from a sociocultural and political perspective, the concept of territory in the context of the La Araucanía region and the Mapuche (indigenous) people. The linchpin of this course to generate in the students the capacity to build intercultural relations from a diachronic and contemporary perspective, such as: nature/culture relationships, land distribution and ownership, land systems, public policies, political relations and demands for indigenous recognition, with a special emphasis on the role of education and schooling system.

II. OBJETIVOS DE APRENDIZAJE

- Develop critical thinking regarding the role of the educational system on local cultures, environmental and energy issues, intercultural relations, the preservation of indigenous languages and ecosystems
- Analyse contemporary problems from a socio-ecological perspective
- Analyse the political and social processes of the Mapuche people and their relationship with national society and public policies
- Debate about current intercultural and educational themes in Chile and abroad.

III. CONTENIDOS

1. Basic anthropological concepts
 - 1.1. Culture
 - 1.2. Territory
 - 1.3. Interculturality
2. Basic qualitative methods and ethics research in contexts of cultural diversity
3. Chilean educational system.
 - 3.1. Historical data
 - 3.2. Educational policy
 - 3.3. International comparission
4. Araucanía and mapuche peoples: contextual elements
 - 4.1. Mapuche society
 - 4.2. Historical issues
 - 4.3. Visions and relationships
5. Education in the Araucanía region.
 - 5.1. Economic situation in the Araucanía Region
 - 5.2. Rural education

6. Araucanía and mapuche peoples: actual context
 - 6.1. Indigenous policy
 - 6.2. Mapuche movement
 - 6.3. Mapuche conflict
 - 6.4. Visions about development
7. Public Policies for Local Development in an Indigenous Rural Context
8. Education and professional development in the XXI century
 - 8.1. STEAM Education
 - 8.2. Inquiry based learning
 - 8.3. Abilities and competences for a new world
9. Education in indigenous contexts
 - 9.1. Misional schools
 - 9.2. Mapuche educational demands
 - 9.3. Recent policy
 - 9.4. Culturally relevant pedagogy
10. Education for sustainability: local examples.
 - 10.1. Incorporation of local knowledge
 - 10.2. Biodigesters
 - 10.3. Science and music

IV. METODOLOGÍA PARA EL APRENDIZAJE

- Explanatory lessons.
- Reading and text discussion
- Field work.
- Case analysis

V. EVALUACIÓN DE APRENDIZAJES

- Initial essay : 30%
- Field report : 30%
- Final essay : 40%

VI. BIBLIOGRAFÍA

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