



<b>I. IDENTIFICACIÓN DE LA ASIGNATURA:</b>					
<i>(En esta sección se identifica el curso y el profesor, proporcionando toda la información de contacto necesaria para identificar el curso y facilitar la comunicación de los estudiantes con el profesor).</i>					
CARRERA	<b>International office</b>				
NOMBRE ASIGNATURA	<b>Indigenous People in Chile</b>				
NIVEL EN QUE SE IMPARTE					
PREREQUISITOS	<b>Advanced level of written and oral English</b>				
HRS. SEMANALES UD		Cátedra		Laboratorio Taller	
HORARIO	<b>Monday and wendsday 14.00-15.10</b>				
NOMBRE PROFESOR	<b>Torben Albertsen</b>				
CORREO ELECTRÓNICO	<b>torbenalbertsen@hotmail.com</b>				
HORARIO DE ATENCIÓN	<b>From apointmen or via mail</b>				

<b>II.RESULTADOS DE APRENDIZAJES</b> <i>(Aquí se establece los resultados de aprendizaje a lograr, lo que tiene tres implicancias fundamentales. Una es que permite a cualquier lector comprender qué enseña el curso, su importancia y cómo se vincula con el plan de estudios y el proyecto educativo).</i>
<b>From the basic reading materials of this course and the discussion and explication of these texts in class the student will, beyond just being able to memorize facts and content, be able to comprehend the most important ideas and problems behind the identity and subaltern tradition in contemporary Chilean indigenous society. The presentations by the students of course material, will give the student the ability to analyze the components of as well as summarize the key formation of ideas within texts. The discussions in class will also enhance the students ability to compare</b>

**different identity and subaltern problems as well as their solutions to each other within the tradition. By structuring the papers with respect to comparisons to western culture, the students will not only enhance their abilities to organize and break down learned information, but also to evaluate and argue with respect to comparison defined by themselves. The papers as well as the class discussions will allow for the possibility of students learning to apply and compare the content of the course to their prior knowledge and own society. As such the students will learn how to apply, relate as well as evaluate the course content with respect to their own context.**

**III. METODOLOGÍA DOCENTE** *(Esta sección describe y explica la estructura de curso y es importante porque orienta a los estudiantes y les permite anticipar el proceso de aprendizaje que han de vivir. Aquí también se pone en evidencia los métodos y procedimientos según los cuales se puede juzgar la efectividad del curso).*

**The structure of the course will revolve around the presentations of the texts in class by the students and the deepening of this understanding both through lectures by the teacher as well as class discussions on topics directly from the texts as well as topics of identity with relation to the students own world. For this reason the classes require active student participation.**

**The projects will concentrate on the abilities of the students to compare different mapuche notions of identity to their own world to create a pedagogical link with their own perspectives so as to enhance the relevance of the knowledge of mapuche society. This process will be continuously evaluated and discussed between the teacher and each student with respect to their topics.**

**IV. METODOLOGÍA DE EVALUACIÓN** *(La evaluación es uno de los aspectos más relevantes de la calidad del curso. Debe ser pertinente, justa y propiciar aprendizaje. Esta sección del syllabus facilita que el estudiante tenga con anticipación un panorama de la evaluación y por lo tanto puede organizarse para aprender).*

**DESCRIPCIÓN**

**(Panorama del Proceso Evaluativo)**

Tipo de Evaluación	Resultado de aprendizaje que evalúa	Fecha	Ponderación
Participation in class discussions	The student will be evaluated according to his or hers active participation during class discussions.	Dec	25%
Presentations in Class	The student will be evaluated according to his or her clarity and systematization of their class presentations as well as the students ability to relate the ideas presented to their own experience and knowledge.	Dec	25%
3 Research projects	The student will be evaluated according to the clarity by which the papers demonstrates an understanding and a comparison between the mapuche world and their own chosen subject, as well as the clarity of the structure, the hypothesis, the argumentation and the evidence presented by the papers.	Oct/Dec	50%

**V. Reglas del Curso** *(Esta sección puede resultar de la mayor importancia para usted y para los estudiantes, al establecer de manera precisa las reglas de funcionamiento que se observará durante el desarrollo del curso Este espacio debería incluir todo aquello que el profesor considere una regla necesaria de observar (y que esté dispuesto a hacer cumplir).*

**The rules include regular participation in class presentations as well as discussions and the obligation to finalize the papers in the time required.**

**VI. MODELO DE CALENDARIZACIÓN DE CLASE** *(Se establece las actividades que el estudiante ha de desarrollar en el curso y la preparación que debe tener para ellas, así como las evaluaciones de todo tipo. Esta sección es fundamental para facilitar que los estudiantes aprendan a planificar y organizar su tiempo de trabajo con anticipación).*

Resultados de aprendizaje de la asignatura (RA)				Unidades de Aprendizaje o Temáticas, más Contenidos	
Nº RA	Unidad de Aprendizaje o Temática	Nº Sesión	Objetivo de la clase	Actividades de la clase, acontecimiento relevante o/y evaluación	Actividad de preparación de la clase como guía del aprendizaje autónomo: lectura previa, revisión de material digital, etc.
1	Introduction	1	Introduction to course program. evaluation model, requirements.	Discussion of presuppositions of western society and mapuche/indigenous culture and society.  General historic and conceptual presentation by teacher of perspectives.	
	Introduction	2	Introduction to thematic.		
	Worldview and Origin				
	Personhood	3	To understand the ideas of the authors, their context and role within the tradition, and to relate course content to the students own world.	Presentations by students, elaborating presentations by the teacher as well as discussions with the purpose of applying and relating the content to their own culture and society in general	
Colonial perspectives	4-5				
Ceremony	6-8				
Movement	9-10			Read M. Course  Read Dussel and Eim	

Sharmanism	11-12			Read M. Course
	13-15			Read Boccara Read Bacigulupe
	16	Evaluation of the course and final grades.		

## **Bibliografía**

### **Personhood in Mapuche Identity**

**In:** Course, M. *Mapuche Person, Mapuche People, Individual and Society in Indigenous Southern Chile*, PhD in Anthropology, London School of Economics and Political Science, London, 2005. (Digital version)

**Read:** Chapter 2, p. 64-78, and p. 86-97.

### **Colonial perspectives**

**In:** Eim, S. *The Conceptualization of Mapuche Religion in Colonial Chile (1545-1787)*, Faculty of Philosophy, Heidelberg, 2010. (Digital version)

**Read:** (*part of*) Chapter 4, pages 67-83. (*part of*) Chapter 7, pages 147-155.

**In:** Dussel, E. *The Invention of the Americas, Eclipse of "the other" and the Myth of Modernity*, Continuum, New York, 1995. (Published version)

**Read:** Chapter 7, p. 95-105

### **Mapuche Movement**

**In:** Boccara, G. *The brighter side of the indigenous*, Nuevo Mundo Mundos Nuevos, (<http://nuevomundo.revues.org/2405>) 2006. (Internet version)

**Read:**

Part 1: <http://nuevomundo.revues.org/2405> Part 2: <http://nuevomundo.revues.org/2483> Part 3: <http://nuevomundo.revues.org/2484>

### **Ceremony**

**In:** Course, M. *Mapuche Person, Mapuche People, Individual and Society in Indigenous Southern Chile*, PhD in Anthropology, London School of Economics and Political Science, London, 2005. (Digital version)

**Read:**

**Burial rite:** Chapter 5, p. 170-183, and p.187-194.

**Ceremonial game:** Chapter 6, p. 208-225, and p. 225-238.

**Fertility rite:** Chapter 7, p. 252- 260 and p. 261-270. (read also Bacigalupo about nguillatun ritual p.64.71)

### **Shamanism**

**In:** Bacigalupo, M. *Shamans of the foye tree, gender, power, and healing among Chilean mapuche*, University of Texas press, Austin, 2007. (Digital version)

**Read:**

Chapter 2 p, 17-29 Chapter 2 p. 29-43 Chapter 3 p. 44-60 Chapter 3 p. 60-80 Chapter 4 p. 81-96 Chapter 4 p. 96-110 Chapter 6 p. 140-151 Chapter 6 p. 151-163.