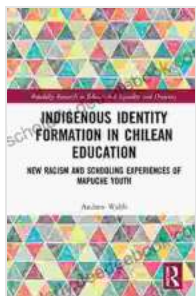


New Racism and Schooling Experiences of Mapuche Youth: The Interplay of Coloniality, Neoliberalism, and Indigeneity in Post-Dictatorship Chile

Abstract

This study examines the schooling experiences of Mapuche youth in post-dictatorship Chile, focusing on the interplay of coloniality, neoliberalism, and indigeneity. Drawing on qualitative research with Mapuche youth, their families, and teachers, the study explores how new forms of racism shape their educational opportunities and experiences. The findings suggest that Mapuche youth face multiple forms of discrimination and exclusion in schools, including microaggressions, stereotypes, and cultural devaluation. These experiences are compounded by the neoliberal policies that have transformed Chilean education, creating a system that is increasingly marketized and segregated. The study also highlights the resilience and agency of Mapuche youth, who resist and challenge these forms of oppression through various forms of Mapuche cultural revitalization.



Indigenous Identity Formation in Chilean Education: New Racism and Schooling Experiences of Mapuche Youth (Routledge Research in Educational Equality and Diversity) by Andrew Webb

★★★★★ 5 out of 5

Language : English
File size : 7134 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled

Print length	: 203 pages
Paperback	: 112 pages
Item Weight	: 7.8 ounces
Dimensions	: 6 x 0.26 x 9 inches



Mapuche youth in Chile have historically faced significant challenges in accessing and succeeding in education. These challenges are rooted in the country's colonial history, which has resulted in the systematic oppression and discrimination of Mapuche people. In recent decades, the situation has been further complicated by the implementation of neoliberal policies that have transformed Chilean education, creating a system that is increasingly marketized and segregated. As a result, Mapuche youth continue to face multiple forms of discrimination and exclusion in schools, which have a significant impact on their educational opportunities and experiences.

This study examines the schooling experiences of Mapuche youth in post-dictatorship Chile, focusing on the interplay of coloniality, neoliberalism, and indigeneity. Drawing on qualitative research with Mapuche youth, their families, and teachers, the study explores how new forms of racism shape their educational opportunities and experiences.

Theoretical Framework

This study draws on a theoretical framework that integrates three key concepts: coloniality, neoliberalism, and indigeneity. Coloniality refers to the enduring power relations and structures that were established during the colonial period and that continue to shape the lives of indigenous peoples around the world. Neoliberalism is a political and economic ideology that

emphasizes the free market and individual responsibility. Indigeneity refers to the unique cultural, linguistic, and historical characteristics of indigenous peoples.

This theoretical framework allows us to examine the schooling experiences of Mapuche youth within the context of the ongoing legacy of colonialism and the impact of neoliberal policies. It also highlights the importance of understanding the ways in which Mapuche youth resist and challenge these forms of oppression.

Methodology

This study was conducted using a qualitative research approach. Data were collected through in-depth interviews with Mapuche youth, their families, and teachers. The interviews were conducted in Spanish and Mapudungun, and they were audio-recorded and transcribed. The data were analyzed using a grounded theory approach, which allowed for the identification of key themes and patterns in the data.

Findings

The findings of the study suggest that Mapuche youth face multiple forms of discrimination and exclusion in schools, including microaggressions, stereotypes, and cultural devaluation. These experiences are compounded by the neoliberal policies that have transformed Chilean education, creating a system that is increasingly marketized and segregated.

Microaggressions

Microaggressions are subtle forms of discrimination that can be intentional or unintentional. They can include verbal, behavioral, or environmental

slights that communicate negative messages about a person's race, ethnicity, or other marginalized identity. Mapuche youth reported experiencing a range of microaggressions in schools, including being called names, being told to "go back to your country," and being treated as if they were less intelligent than their non-Mapuche peers.

Stereotypes

Stereotypes are widely held beliefs about a particular group of people that are often inaccurate and harmful. Mapuche youth reported experiencing a range of stereotypes in schools, including being seen as lazy, unmotivated, and criminal. These stereotypes can lead to low expectations and discrimination from teachers and other students.

Cultural Devaluation

Cultural devaluation refers to the process of 貶低ing the culture and values of a particular group of people. Mapuche youth reported experiencing cultural devaluation in schools in a variety of ways, including being told that their language is inferior to Spanish, that their culture is "primitive," and that their traditional ways of life are not valid.

Neoliberal Policies

The neoliberal policies that have been implemented in Chile over the past several decades have had a significant impact on the schooling experiences of Mapuche youth. These policies have resulted in the marketization and segregation of education, which has led to increased inequality and discrimination.

Marketization

The marketization of education refers to the process of turning education into a commodity that can be bought and sold. This process has led to the creation of a two-tiered education system in Chile, with private schools offering high-quality education to those who can afford it, and public schools offering a lower quality of education to those who cannot. Mapuche youth are disproportionately likely to attend public schools, which are often underfunded and overcrowded.

Segregation

Segregation refers to the process of separating people from different groups into different schools or classrooms. This process has led to the creation of schools that are predominantly attended by Mapuche students. These schools are often located in poor and marginalized communities and offer a lower quality of education than schools that are predominantly attended by non-Mapuche students.

Resistance and Resilience

Despite the challenges they face, Mapuche youth are resilient and active agents in their own education. They resist and challenge the forms of oppression they experience through a variety of strategies, including cultural revitalization and political activism.

Cultural Revitalization

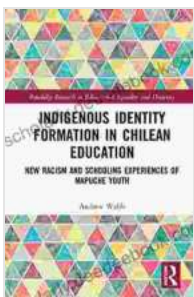
Cultural revitalization refers to the process of reclaiming and preserving one's culture and language. Mapuche youth are engaged in a variety of

cultural revitalization activities, such as learning Mapudungun, participating in traditional ceremonies, and wearing traditional clothing. These activities help them to connect with their culture and to resist the dominant culture that seeks to assimilate them.

Political Activism

Political activism is another way that Mapuche youth are resisting and challenging the forms of oppression they experience. Mapuche youth are involved in a variety of political organizations that are working to advance Mapuche rights and to promote social justice. These organizations are playing an important role in raising awareness of the challenges facing Mapuche youth and in advocating for change.

The schooling experiences of Mapuche youth in post-dictatorship Chile are shaped by the interplay of coloniality, neoliberalism, and indigeneity. Mapuche youth face multiple forms of discrimination and exclusion in schools, including microaggressions, stereotypes



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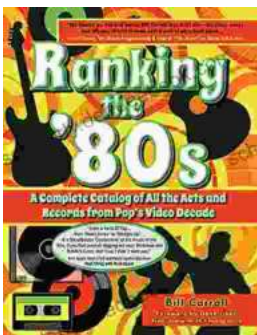
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