

Course title: Interdisciplinary Approaches to Social (in)justice, Indigeneity and Sustainable Future(s) in Chile and Sweden.

Universities: Uppsala University, Universidad de Chile and Stockholm University.

Main applicant information: Suruchi Thapar-Björkert, PhD.

Co-Convener (co-ordinator of the programme)

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Employed by: Uppsala University
Department: Department of Government
Position: Associate Professor

Co-convener: Alicia Salomone

Employed by: Universidad de Chile
Department: Literature
Position: Full Professor

Co-convener: Rakel Österberg

Employed by: Stockholm University
Department: Romance Studies and Classics
Position: Senior Lecturer

ACCESS PhD Course Plan

1. General information

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| Course title: | Interdisciplinary Approaches to Social (in)justice, Indigeneity and Sustainable Future(s) in Chile and Sweden |
| Course co-conveners Sweden and Chile: | <ul style="list-style-type: none"> • Suruchi Thapar-Björkert, PhD, Uppsala University, Sweden • Alicia Salomone, PhD, Universidad de Chile, Chile • Rakel Österberg, PhD, Stockholm University, Sweden |
| Additional teachers/ Invited course lecturers | <ul style="list-style-type: none"> • Magda Sepúlveda Eriz, Pontificia Universidad Católica de Chile • Patricia Baeza Duffy, Pontificia Universidad Católica de Chile • Tania Medalla, Universidad de Chile • Enrique Sologuren Insúa, Universidad de Chile, Chile • Ina Knobblock, Mid Sweden University, Sweden • Madina Tlostanova, Linköping University, Sweden |
| Invited artists | <ul style="list-style-type: none"> • Antonio Carrión Araya, Mapuche-Chile • Manuel Carrión, Mapuche-Chile • Tomas Colbengtson, Sámi- Sweden • Anders Sunna, Sámi- Sweden |
| Course credits (ECTS): | 8 ECTS |
| Course length (full-time weeks): | Full-time 5 weeks |
| Maximum of students: | 15 |
| Course period: | Autumn 2024 (Sweden), Spring 2024 (Chile) |
| Language of instruction: | The medium of instruction will be English. However, since Chilean and Swedish students speak English as a foreign language and as a common lingua franca, special attention will be given to ensuring effective communication and equal classroom participation opportunities. Where possible, the convenors will be attentive towards |

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| | providing subtitles on video recordings for facilitation of understanding the lectures' content. |
| Level: | Open to PhD and Postdocs of ACCESS universities. |
| Entry requirements: | Master's degree |
| Course online and teaching management platform: | Zoom will be used as the main tool for lectures and group discussions, together with Universidad de Chile's Education Online (EOL) Platform as the Learning Management System (LMS). EOL https://eol.uchile.cl/ is a platform that can be applied at all educational levels (undergraduate, graduate and long-life education). The EOL Office provides support for instructional design. The platform's components have been developed to optimise student learning within a digital environment. The course will be installed on Universidad de Chile's EOL Platform as <i>Athena</i> and <i>Stadium</i> learning platforms at SU and UU, respectively, are not as interactive as the EOL. |
| Course abstract/introduction (max 200 words). Word count: 204 | <p>Chilean and Sweden's indigenous communities share a history of dispossession, displacement, and erasure, coupled with non-recognition of rights. In fact, modernity's achievements are inseparable from racism, hetero-patriarchy, economic exploitation, and discrimination of non-European knowledge systems. Our course explores how unjust expropriation of human environments and natural resources have consequences for sustainable development and multilingual communities (SDG: 11). Besides, it focuses on how preserving indigenous people's culture, languages, and knowledge systems helps in raising awareness towards well-being (SDGs: 3, 14, 15). We draw on an ideological framework that indigenous cosmovision has provided for sustainability, which incorporates an ethics and behaviour code related to the protection of critical elements such as land and water.</p> <p>Building on interdisciplinary feminist and decolonial thinkers, the course interrogates the intersections between state and the market and their potential effects on marginalised communities (SDG: 16). Furthermore, the historical recognition of indigenous epistemes incorporates the contributions of minoritized multilingual communities towards social justice, equitability and sustainability (SDG: 3; 16). The course addresses the marginalization of heritage languages and their speakers, through the ascendancy of dominant languages in the public domain. The course is guided by a central question: how do we improve our societies' productive potential while ensuring equitable opportunities for all?</p> |
| Suggested deadline for course registration: | May 31st, 2024 |

2. Course description

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| <p>Course aims:</p> | <p>General aims:</p> <ol style="list-style-type: none"> 1. To analyse the consequences of unjust expropriation of human environments and natural resources for social and economic development in Sweden and Chile, through the concepts of recognition, resistance and re-existence. 2. To explore how indigenous people’s cosmovisions in Sweden and Chile help in raising awareness towards the protection of nature on land and below water. 3. To analyse how an acknowledgement of indigenous and minoritised multilingual communities rights help strengthen democracy and participatory development. <p>Specific aims:</p> <ol style="list-style-type: none"> 1. To understand postcolonial and decolonial feminist discourses on sustainability. 2. To explore intersections of environmental, social and economic dimensions of sustainable development. 3. To address cultural inclusion through alternate sources of knowledge production such as art, poetry and literature. 4. To incorporate interdisciplinary theoretical and empirical understandings from the Global South which address structural inequalities that exist in teaching and research - as a positive move towards decolonizing the curriculum. |
| <p>Learning outcomes:</p> <ul style="list-style-type: none"> ● On completion of the course, participants will be able to: | <p>Learning outcomes:</p> <ul style="list-style-type: none"> ● Knowledge and Understanding (ACE) <ul style="list-style-type: none"> - Acquire an advanced and established understanding of key theoretical debates, which are shaped by inter/transdisciplinary postcolonial and decolonial feminist approaches to sustainability. - Cultivate conceptual awareness on the recognition of multilingual repertoires in society (for ex. schooling and higher education) and their close relationship to social (in) justice. - Extend theoretical understanding of concepts through art and poetry - to bridge the silences and analyse social issues through the visions and voices of the marginalised. ● Skills and abilities <ul style="list-style-type: none"> - Apply conceptual knowledge and critical analysis to re-evaluate empirical case studies in historical and contemporary contexts. ● Judgement and approach <ul style="list-style-type: none"> - Evaluate the potential of theoretical concepts of resistance, recognition and re-existence in analysing the consequences of unjust expropriation of human environments and natural resources for social and economic development in Sweden and Chile. - Judge the contribution of indigenous peoples and minoritized multilingual communities’ cosmovisions to sustainable development. |

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| <p>Course Content:</p> | <p>Introduction</p> <p>The course builds and expands on the Punta Arenas ACCESS Forum’s Workshop N° 12. We assimilate the productive interdisciplinary exchange on sustainability and the contributions of a diverse group of workshop participants and artists.</p> <p>The course content is organised through five modules, each including two sessions: the first session will provide the foundations of the subject content and the second session will allow students to critically develop and deepen their learned knowledge.</p> <p>The teaching methodology comprises the Flipped-Classroom approach. Lectures will be recorded and uploaded on the EOL platform (before-class stage). The in-class stage will start with a brief recapitulation and will promote classroom interaction and discussion, guided by research questions linked to the literature assigned. In the post-class stage, students are expected to complete a portfolio of small tasks to consolidate learning (writing a paragraph, creating a mind map, or completing an assignment). In the second session of each module, the subject will be treated in more depth by developing critical discussions and incorporating key articulations in students’ submitted assignments.</p> <p>The course will understand empirical realities through inter/transdisciplinary theoretical articulations, while simultaneously interrogating theoretical frameworks through empirical disjuncture’s.</p> |
| <p>Modules 1-5:</p> | <p>Module 1. Setting the theoretical context: histories of colonialism and dispossession.</p> <p>We analyse the convergences between histories of dispossession and displacement from the perspective of indigenous, minoritised and multilingual communities. We deepen our understanding of the historical-colonial links with more contemporary manifestations of injustice, inequality and exclusion of marginalised groups from socio-economic and political recognition. We will investigate these issues through postcolonial and decolonial feminist frameworks, drawing on the work of theorists such as María Lugones, Walter Dignolo, Aníbal Quijano, Nelson Maldonado-Torres and Enrique Dussel.</p> <p>Lecturer: Suruchi Thapar-Björkert</p> <p>This discussion will be guided by key readings such as:</p> <p>Quijano Aníbal (2007) Coloniality and Modernity/Rationality, <i>Cultural Studies</i>, 21:2-3, 168-178.</p> <p>Maldonado-Torres, Nelson. (2016). Outline of ten theses on coloniality and decoloniality.</p> <p>Tlostanova, Madina., Thapar-Björkert, Suruchi., & Knobbloch, Ina. (2019). Do we need decolonial feminism in Sweden? <i>NORA-Nordic Journal of Feminist and Gender Research</i>, 27(4), 290-295.</p> <p>Guiding Research Questions:</p> <p>How do we conceptualise the “colonial matrix of power”? How did imperial understandings of gender and sexuality transform societies?</p> |

Module 2. Understanding Recognition, Resistance and Re-Existence through postcolonial and decolonial frames.

We explore and analyse three key concepts that are theoretical vectors to approach sustainable development: the issues related to the **Recognition** of marginalised communities; the strategies of **Resistance** that marginalised communities develop to address social exclusion; and the symbolic forms and cosmovisions of **Re-Existence**.

Guiding research questions:

How useful are the frames: Recognition, Resistance and Re(existence) for understanding the imaginaries of marginalised indigenous communities? How do they contribute to our understanding/s on social (in)justice, indigeneity and sustainable future(s)? How can indigenous epistemic practices and resistance inform decolonial feminist discourses in Chile and Sweden?

Lecturer: Alicia Salomone

This discussion will be guided by key readings such as:

Lugones, María (2003) *Pilgrimages/Peregrinajes. Theorizing Coalition against Multiple Oppression*. New York and Oxford: Rowman Publishers.

Segato, Rita (2021). *La crítica de la colonialidad en 8 ensayos. Y una antropología por demanda*. Prometeo (Buenos Aires).

Tlostanova, M., & Tlostanova, M. (2017). Decolonial Art in Eurasian Borderlands. *Postcolonialism and Postsocialism in Fiction and Art: Resistance and Re-existence*, 45-72.

Albán Achinte, Adolo (2008): “Interculturalidad sin decolonialidad? Colonialidades circulantes y prácticas de re-existencia”. In: *Diversidad, interculturalidad y construcción de ciudad*, ed. by Wilmer Villa y Arturo Grueso, Bogotá.

Module 3. Exploring historical trajectories and contemporary convergences in Chile and Sweden

We approach and illuminate colonialism as a historical phenomenon and coloniality as its outcome. We explore both in Sweden and Chile how 1) control of the economy, 2) control of the authority and 3) control of knowledge and subjectivity has resonances for nurturing forms of inclusion/exclusion. In Sweden, racialised and gendered state policies of the Nordic states are built upon exploitation and dispossession of Sami traditional territories’ through for ex., the mining industry which is the cause of other social issues such as high suicide rate among Sami reindeer herders. This resonates with Chile where unsustainable exploitation of forests, land, water and mining, has led to marginalisation of those with diminishing resources. Together, we analyse and compare how neo-liberal modernization together with a new form of ‘market citizenship’ restructure people’s everyday lived realities in Chile and Sweden.

Lecturer: Alicia Salomone, Universidad de Chile

Guest lecturer: Tania Medalla, Universidad de Chile

Guiding research questions:

What are the historical and contemporary convergences/disjunctures for minoritised communities in Sweden and Chile? What are the key dimensions to take into consideration for a comparative analysis?

1. Sweden: We will screen the documentary by Britta Marakatt-Labba titled: [Historjá – Stygn För Sapmí \(2022\)](#).

Guest Lecturer: Ina Knoblokk, Mid Sweden University, Sweden.

2. Chile: We will screen audiovisual works by Catrileo+Carrion Collective, with participation of these two artists (Antonio Catrileo Araya and Manuel Carrión).

The discussion will be guided by key readings such as:

Salomone, Alicia & Tania Medalla. (2020). Memoria, narración y representación en “Neltume señala el camino” del Colectivo Catrileo+Carrión, 2016-2018, *Contextos* N° 47, pp. 1-26. <http://revistas.umce.cl/index.php/contextos/article/view/1570> [Memory, Narration and Representation in ‘Neltume shows the road’ by Collective Catrileo+Carrión, 2016-2018].

Calbucura, Jorge (2014) ‘The Decolonization of Knowledge, and being Mapuche in Chile’, *Re: Mindings: Co-Constituting Indigenous/Academic/Artistic Knowledges*, Uppsala MultiEthnic Papers 55; The Hugo Valentine Centre, Uppsala University.

Simpson, L. (2011). Dancing on our turtle’s back: Stories of Nishnaabeg re-creation. *Resurgence and a New Emergence (Winnipeg: Arbeiter Ring, 2011)*, 7.

Module 4. Minoritised multilingualism(s)

We will investigate how multilingual competencies interplay with social justice and equality. The marginalisation of heritage language implies a partial loss of knowledge, history and culture at the same time as a dominant language gains a public platform. Thus, minority languages in Chile and Sweden are overshadowed by colonial languages such as Spanish, English and Swedish. These issues will guide the lecture.

Lecturer: Rakel Österberg together with Patricia Baeza-Duffy, Enrique Sologuren Insúa.

Guiding research questions:

How do we understand multilingualism? What is minoritized multilingualisms? How can interdisciplinary perspectives and alternative conceptualizations of knowledge and language inform research on multilingualism?

The discussion will be guided by key readings such as:

Anderson Kim. (2019). What Can Indigenous Feminist Knowledge and Practices Bring to “Indigenizing” the Academy? *Journal of World Philosophies*, 4, 121-155

Baeza-Duffy, Patricia, & Österberg, Raket. (2021). Chilenska migranter i den svenska kontexten från 1970-talet fram till nyligen : Den diskursiva konstruktionen av sina egna språkliga banor. *Språk*, 6(2). <https://doi.org/10.3390/languages6020095>

Guest Lecturers:

Flores, Nelson. and Rosa, Jonathan. (2023), Undoing Competence: Coloniality, Homogeneity, and the Overrepresentation of Whiteness in Applied Linguistics. *Language Learning*. <https://doi.org/10.1111/lang.12528>

Module 5. Building new methodologies for understanding indigenous epistemes

We introduce alternate inter/transdisciplinary methodologies to bridge the silences and create unique modalities of **Recognition, Resistance** and **Re-existence**. We interpret imaginations of sustainability, empowerment and egalitarian futures through visual art, poetry and literature productions in Chile and Sweden.

Guiding research questions:

How do indigenous peoples and multilingual minoritised communities in Chile and Sweden articulate their critical narratives on extractivist neoliberalism? What are the main components of the communities' epistemes that may contribute to imagining a sustainable and more democratic future? What are the main feminist indigenous discourses that allow for rethinking gendered identities and experiences? How do voices and visions in contemporary poetry, literature and visual art production in Chile and Sweden contest the mainstream, dominant culture by proposing alternative modes of re-existence.

For Chile:

Lecturer: Alicia Salomone, Universidad de Chile.

Guest lecturer: Magda Sepúlveda, Pontificia Universidad Católica de Chile.

For Sweden:

Lecturer: Madina Tlostanova

The discussion will be guided by key readings such as:

Huenún Villa, Jaime (Editor) (2003). *Epu mari ülkatufe ta fachantü. 20 poetas mapuche contemporáneos*. Lom (Santiago de Chile).

Mora Curriao, Maribel & Fernanda Moraga García (Editors) (2010). *Kümedungun / Kümewirin. Antología poética de mujeres mapuche (siglos XX-XXI)*. Lom (Santiago de Chile).

Huenún Villa, Jaime (Editor) (2008). *Antología indígena latinoamericana. Los Cantos Ocultos*. Lom (Santiago de Chile).

Tlostanova, M., & Tlostanova, M. (2017). Decolonial Art in Eurasian Borderlands. *Postcolonialism and Postsocialism in Fiction and Art: Resistance and Re-existence*, 45-72.

Sepúlveda, Magda (2021). Mapuche poetry. Self Definitions and Representations of Chilean Cultures. In Ignacio López-Calvo (Editor). *A History of Chilean Literature* (pp. 296-316). Cambridge University Press.

Course format and pedagogy:

The course's teaching is based on the Flipped-Classroom (FC) pedagogical methodology, which proceeds through the development of **pre-class**, **in-class**, and **post-class** learning activities. The FC approach aims to scaffold students' learning and knowledge on the subject and boost their higher-order thinking skills (HOTS in terms of the Revised Bloom's Taxonomy).

The **pre-class** and **after-class stages** of each lesson are based on asynchronous learning activities that will require at least 5 hours of independent work from students. In turn, the **in-class stage** will consist of a synchronous 90-minute Zoom teaching session conducted by the course conveners.

During the **pre-class stage**, students will acquire the subject's basic knowledge and will develop lower order thinking skills (LOTS) such as understanding, remembering, applying, especially related to theoretical and empirical frameworks of each module. This will be achieved through a set of activities based on independent learning. The learning resources at this stage will include video recordings, short lectures, readings, podcasts, forums, and digital tools for checking-comprehension activities.

During the **in-class stage**, students will deepen their knowledge by progressively applying higher-order thinking skills, such as problem-solving and critical and creative thinking, in developing more complex tasks. The learning activities will include peer and group work, case analysis, and critical discussions. Students will benefit from tutors' and peers' formative feedback.

During the **post-class stage**, students will consolidate their learning by reviewing the subject knowledge and applying higher-order thinking skills in their assignments. The learning activities include individual and collaborative tasks such as writing opinion essays; creating mind maps, infographics and posters; writing literature reviews; and evaluating case analyses. Students will receive tutors' summative assessment at the end of each lesson.

Through these learning activities, the FC methodology will help enhance students' autonomy, engagement and critical/creative thinking while bringing opportunities to develop peer community and networking. In this way, this pedagogical approach will contribute to raising intercultural awareness and promote mutual understanding between Swedish and Chilean students.

The following table summarises the course's pedagogical approach:

Student-centred teaching through Flipped classroom approach

| Pre-class stage. Preparation for in-class activities (Bloom's lower order skills) | In-class stage. Going deeper into the module's content (Bloom's lower and higher order skills) | Post-class stage. Follow-up activities and assessment (Bloom's higher order skills) |
|---|---|---|
| Instructional videos or recorded PPT slides | Warm up-activities: tasks for students to show their previous learning Ex: Group work, survey, Q&As | Collaborative activities: How students collaborate to solve challenging activities? Ex: creating and infographic |
| Comprehension activities: questionnaires, surveys | Main Activity: How students can improve or consolidate their knowledge? Ex: case studies, interactive activities | Higher order activities: What activities can boost even deeper students' understanding? Ex: writing a 200-word opinion essay |
| Additional resources: readings, videos | Discussion Activity: How students can students take their knowledge deeper? Ex: discussing unusual cases to think 'out of the box' | Summative assessment: Tutor's assessment and grading post-class activities |
| Forum discussion | Closing Activity: How students summarise their learning? | |
| Formative assessment Ex: online survey | Formative assessment: Peer and tutor's feedback | |

Two on-campus activities:

The course will include two on-campus activities that will join together the teaching team and will be held both in Chile and Sweden. These physical and hybrid (students will not travel) meetings/engagements will provide room for strengthening academic collaboration and pursuing future projects between the conveners. At the same time, they will give the students' opportunities to present their research projects and receive feedback from tutors with different disciplinary, academic and national backgrounds. One of the activities planned is the "Experts' Model" which involves oral presentations by students which are assessed through 5 transferable skills:

- Development of critical thinking
- Independence of thought in designing research activity
- Co-production of Knowledge
- Management of time in a learning environment.
- Peer to Peer Community Building

The on-campus activity in Sweden will take place in September 2024 and the one in Chile, in December 2024. The local teams will be in charge of organising the academic event and providing the facilities and resources required for a successful exchange.

Assessment:

The course will provide students with both formative and summative assessment, which will be consistent with the learning outcomes.

Staff assessment

- **Formative assessment:**

Lecturers will monitor students' learning to give ongoing feedback for students to improve their academic achievements by commenting on a set of tasks assigned to them (portfolio of weekly tasks). Formative assessment will not be graded.

- **Summative assessment:**
At the end of the course, lecturers will evaluate students' achievements in the Final Examination (oral presentation and essay). Summative assessment will be graded.

Student assessment
At the end of the course, students will complete a survey to evaluate their academic performance and identify their strengths and weaknesses in relation to their work. They will also provide feedback and evaluate the course in line with their expectations, goals and learning outcomes.

Grading scale:

Grades:
In Sweden, there are three grades: *pass*, *pass with distinction* and *fail*. In Chile, students are graded from 1 to 7 with 4 the minimum mark for a pass and 6-7 as a distinction.

Final Examination:
The examination consists of two components: a final oral presentation with face-to-face and hybrid modality worth 50% of the course grade, and a 2.500-word-essay (references are not included in the word count), worth 50% of the course grade. A retake exam is offered at the beginning of 2025.

Evaluation criteria ** (see end of document)**

1. For the oral assignment:
- Elaborate research questions, which target interdisciplinary research on sustainability.

2. For the assessment of the 2500-word essay:
- Develop independent critical thinking by discussing the theoretical frameworks used to investigate sustainability.

The two assignments have equal weight in the student assessment.

| Assignment: | Pass with distinction 6-7 | Pass 4-5 | Fail 1-3 |
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| Oral assignment | The student elaborates and discusses research questions which deal with interdisciplinary perspectives. The student contributes to a high degree to the co-construction of knowledge, both by drawing from what the peers suggest in the team | The student elaborates and discusses research questions which deal to some extent with interdisciplinary perspectives. The student participates in the team work and the co- | The student fails to elaborate and sufficient research questions which deal with interdisciplinary perspectives. doesn't interact sufficiently w |

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| | | and by contributing independently. | construction of knowledge. | | |
| | Written assignment (knowledge) | When addressing one of the appointed areas of the course, the student discusses existing theoretical frameworks in a creative, explorative way. | When addressing one of the appointed areas of the course, the student discusses existing theoretical frameworks. | When addressing one of the appointed areas of the course, the student doesn't discuss theoretical frameworks with sufficient insight. | When addressing one of the appointed areas of the course, the student doesn't discuss theoretical frameworks with sufficient insight. |
| | (argument and structure) | The student backs up the given arguments by relevant theoretical and empirical literature in a structured and well-organised way. | The student backs up the given arguments by some theoretical and empirical literature in a sufficiently structured and organised way. | The student fails in backing up the given arguments by some theoretical and empirical literature in a sufficiently organised way. | The student fails in backing up the given arguments by some theoretical and empirical literature in a sufficiently organised way. |
| | (analysis) | The student critically engages with relevant literature when analysing the research question. The student develops in this sense critical thinking. | The student critically summarises and engages to some extent with relevant literature when analysing the research question. The student develops in this sense some critical thinking. | The student fails in critically summarising and engaging to some extent with relevant literature when analysing the research question. The student doesn't develop critical thinking in a sufficiently independent way. | The student fails in critically summarising and engaging to some extent with relevant literature when analysing the research question. The student doesn't develop critical thinking in a sufficiently independent way. |
| | (formalities) | The student respects academic requirements (correct referencing and bibliography, language, word limit, time management). | The student respects to some degree academic requirements (correct referencing and bibliography, language, word limit, time management). | The student fails in complying with academic requirements (correct referencing and bibliography, language, word limit, time management). | The student fails in complying with academic requirements (correct referencing and bibliography, language, word limit, time management). |
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Additional requirements:

- Budget for on-campus activities (USD 5.000.- per institution, approximately)
- Conveners' curricula vitae
- Plan for distributing responsibilities between conveners.

Please use the section below to elaborate on your proposed budget.

| Course Budget, SEK | Funding from Swedish University | Funding From Chilean University | STINT Funding |
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| Salary for Co-Conveners | Salary Rakel Österberg: Stockholm University Salary Suruchi Thapar-Björkert, Uppsala University | Alicia Salomone, Universidad de Chile, Chile | N/A |
| Salary for additional teachers (not Co-conveners) | Ina Knoblock, Mid Sweden University, Sweden Madina Tlostanova, Linköping University, Sweden | Magdalena Sepúlveda, Pontificia Universidad Católica de Chile Patricia Baeza Duffy, Pontificia Universidad Católica de Chile Enrique Sologuren Insúa, Universidad de Chile de Chile | N/A |
| Travel costs for Co-Conveners | | | 3000 USD Alicia Salomone's travel to Sweden 6 000 USD Rakel Österberg and Suruchi Thapar-Björkert's travels to Chile |
| Accommodation costs for Co-Conveners | | | 2000 USD Alicia Salomone's accommodation and local travels in Sweden, 14 days. 4000 USD Rakel Österberg's and Suruchi Thapar-Björkert's accommodation and local travels in Chile, 14 days. |

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| Venue costs for physical course activity | | | 500 USD (rent of a facility in Sweden and Chile) |
| Food costs for physical course activity | | | Food costs/Venue Sweden two days (10 persons): 1000 USD Food costs/ Venue in /Chile two days (10 persons): 1000 USD |
| Course preparation | | | Costs for instructional design and digital resources: 2000 USD Cecilia Saint-Pierre, Head of EOL will assist and supervise in course planning and design. |
| Excursion costs for physical course activity | | | Sweden, The Swedish History Museum: 200 USD Chile, The Pre-Columbian Museum and the National Historical Museum: Free entrance Transportation: 200 USD |
| Miscellaneous other costs (please describe) | | | Materials for on-campus activities: 100 USD |
| TOTAL COST | | | 18000 USD |

Distribution of responsibilities:

Please describe the plan for distribution of responsibilities among the course conveners.

1. Course administration: Dr. Suruchi Thapar Björkert

2. Teaching responsibilities:

- Module 1: Coordinated by Dr. Suruchi Thapar Björkert
- Module 2: Coordinated by Dr. Suruchi Thapar Björkert and Dr. Alicia Salomone

- Module 3: Coordinated by Dr. Alicia Salomone
- Module 4: Coordinated by Dr. Rakel Österberg
- Module 5: Co-coordinated Dr. Rakel Österberg and Dr. Alicia Salomone

3. Assessment supervision:

- Assessment of oral assignments: Dr. Rakel Österberg.
- Assessment of written assignments: Dr. Alicia Salomone

**** **The format for the assessment criterion does not follow the template boundaries. We paste it below.**

| Assignment: | Pass with distinction 6-7 | Pass 4-5 | Fail 1-3 |
|---------------------------------------|--|--|---|
| Oral assignment | The student elaborates and discusses research questions which deal with interdisciplinary perspectives. The student contributes to a high degree to the co-construction of knowledge, both by drawing from what the peers suggest in the team and by contributing independently. | The student elaborates and discusses research questions which deal to some extent with interdisciplinary perspectives. The student participates in the team work and the co-construction of knowledge. | The student fails to elaborate and sufficiently discuss new research questions which deal with interdisciplinary perspectives. The student doesn't interact sufficiently with the team. |
| Written assignment (knowledge) | When addressing one of the appointed areas of the course, the student discusses existing theoretical frameworks in a creative, explorative way. | When addressing one of the appointed areas of the course, the student discusses existing theoretical frameworks. | When addressing one of the appointed areas of the course, the student doesn't discuss existing theoretical frameworks with sufficient insight. |
| (argument and structure) | The student backs up the given arguments by relevant theoretical and empirical literature in a structured and well-organised way. | The student backs up the given arguments by some theoretical and empirical literature in a sufficiently structured and organised way. | The student fails in backing up the given arguments by some theoretical and empirical literature in a sufficiently structured and organised way. |
| (analysis) | The student critically engages with relevant literature when analysing the research question. The student develops in this | The student critically summarises and engages to some extent with relevant literature when | The student fails in engaging with relevant literature when analysing the research question. The student |

| Assignment: | Pass with distinction 6-7 | Pass 4-5 | Fail 1-3 |
|----------------------|---|--|---|
| | sense critical thinking. | analysing the research question. The student develops in this sense some critical thinking. | doesn't develop critical thinking in a sufficiently independent way. |
| (formalities) | The student respects academic requirements (correct referencing and bibliography, language, word limit, time management). | The student respects to some degree academic requirements (correct referencing and bibliography, language, word limit, time management). | The student fails in considering academic requirements (correct referencing and bibliography, language, word limit, time management). |