

Transformations Beyond Borders: Chile and Latin America in the Global Context

Report

October 5, 2018

SALC Graduate School, Ellen Wilkinson Building
The University of Manchester

Chile Global Seminars UK



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Transformations Beyond Borders: Chile and Latin America in the Global Context

In recent years, Latin America has experienced deep political, economic and cultural transformations such as new migration flows, the strengthening of indigenous claims, and the recent 'feminist waves' -to name just a few- that have had strong impacts on social relationships. This seminar invited researchers interested in ongoing transformations on gender, indigeneity, migration, politics, territorial identities and beyond. The seminar interrogated contemporary processes in Chile and Latin America in light of local, regional and global transformations.

Our opening talk was delivered by Professor Anne Lavanchy, University of Applied Sciences and Arts Western Switzerland. Professor Lavanchy holds a doctorate in Anthropology, and has worked in universities in the United Kingdom, Switzerland and Chile. She specialises in political and legal anthropology, anthropology of institutions and kinship, and has published several articles on research methods and ethics.

Our keynote speaker was Professor Maxine Molyneux, Professor of Sociology at University College of London. She has previously held full time posts at the Institute of Latin American Studies (ILAS), at the Politics and Sociology Department of Birkbeck College and the Sociology Department of Essex University, among others. Professor Molyneux has written extensively in the fields of political sociology, gender and development, human rights and social policy; she has acted as a senior adviser, consultant and researcher to UNRISD, UNIFEM and UN Women on a variety of research projects, as well as to IDRC (Canada), and Oxfam; among others.

PROGRAMME

Thursday October 4

18:30 **Pre-conference informal drinks at Sandbar**
120 Grosvenor St, Manchester M1 7HL

Friday October 5

9:00 - 9:20 **Registration**

SALC Graduate School Atrium
Ellen Wilkinson Building, M15 6JA

9:20 - 9:30 **Welcome and Opening Words**

Conference Room Graduate School,
Ellen Wilkinson Building (all sessions to be held there)

9:30 - 10:15 **Opening Talk**

Professor Anne Lavanchy, University of Applied
Sciences and Arts Western Switzerland

Being Indigenous, or the Obligation to 'stay put'. Indigeneity,
Belongings, and Othering Processes in Southern Chile.

10:15 - 11:25 **Ethnic Identities: The case of Mapuche people**

Diego Valdivieso, The University of Manchester

Andrea Silva-Tapia, Justus Liebig University

Grace Garside, University of Durham

Dana Brablec, University of Cambridge

Cristhie Mella, University of Bristol

Moderator: Denisse Sepúlveda, The University of Manchester

Hunting Users: Field-level Officials as Identity Catalysts.

The Ethnicized Citizenship of Mapuches in Chile as Illegitimate
citizenship.

Spaces of Education and Mapuche Identity: The Municipal
School vs The Countryside.

Reconstructing Mapucheness: The Role of Mapuche
Associations for Ethnic Identity Endurance in Santiago de
Chile.

The Politics of the Gender Perspective: Lessons from the
Wallmapu.

11:25 - 11:40 *Coffee Break*

SALC Graduate School Atrium

11:40 - 12:45 **Migration, Education and Identities**

Sara Joiko, UCL - Institute of Education

Paulina Bravo, UCL - Institute of Education

Javiera Sandoval, UCL - Institute of Education

Andrea Cortés, UCL - Institute of Education

Anita Morales, The University of Manchester

Moderator: Marisol Verdugo, The University of Manchester

'A mí me encanta, porque te fortalece como comunidad y como
escuela': The Schooling Experience of Latin American Migrant
Families in Chile.

Borders in the Academia: Professional Development as Sites of
Resistance

Perspectives on Research with Haitian Children Learning to
Read in their Chilean school.

Media Coverage and Discursive Construction on the Latin
American immigrant in Chile: the Bounded of Otherness.

The Effect of Parental Involvement and Socioeconomic Status
on Children Cognitive Development.

12:45 - 13:30	Lunch SALC Graduate School Atrium	
13:33-13:55	Statistics in Social Sciences and Social Change Patricio Troncoso, The University of Manchester	Moderator: Gabriela Zapata, The University of Manchester Count me in! The role of statistics in social sciences and social change.
13:55-14:40	Race and Representations Katerina Chatzikidi, ILAS Maria Montt, Pontificia Universidad Católica de Chile & Carol Chan, Universidad Alberto Hurtado Néstor Singer, The University of Manchester	Moderator: Maria Montt, Pontificia Universidad Católica de Chile Quilombos and Pentecostalism: The Changing Religious Landscape of 'Ethnic' Communities in Brazil and its Impact on the Organisation of Political Life. Within and Beyond Boundaries: Explorations of Chineseness in Chile. Reconfiguration of Chilean Translators' Cultural and Professional Identities: The Impact of Multimodal Consumption in Language Learning.
14:40 - 14:55	<i>Coffee Break</i> SALC Dining Room (Ground Floor)	
14:55 - 15:40	Gender and Politics Ricardo Ramírez, University of Sussex Francisca Ortiz, The University of Manchester Giulia Sirigu, The University of Manchester, The University of Liverpool	Moderator: Angélica Cabezas, The University of Manchester ‘Acceptable’ Gays and Lesbians in Chile: Intersections of Sexuality, Class and Gender. The Politics and Poetics of Aging: Ethnography of a Club for Older Women. Abortion and Same-Sex Unions in Italy and Chile: A Comparative View of Actors and Institutions.
15:45 - 17:00	Keynote Talk Professor Maxine Molyneux, UCL – Institute of the Americas	Latin American Feminism: Changing Optics of History and Generation.
17:30	Light refreshments at Kro Bar 325 Oxford Rd, Manchester M13 9PG (Alcoholic drinks can be purchased from the bar)	

Panels & Presenters

Opening Talk

Professor Anne Lavanchy, University of Applied Sciences and Arts Western Switzerland

Being Indigenous, or the Obligation to 'stay put'. Indigeneity, Belongings, and Othering Processes in Southern Chile

How does the Chilean Indigenous Law frame the Mapuche relationship to the land? Discussing this question, the paper addresses the ambiguous outcomes of indigenous legal recognition. Passed in 1993 by President Aylwin, who had just won the elections against General Pinochet, the Chilean Indigenous Law (Ley 19253) is the first legal body that acknowledges and protects indigenous etnias. The law 19253 encompasses 80 articles ranging from the definition of who is indigenous, to the protection of their respective cultural rights and of indigenous land. Indigenous land – *tierras indígenas* – is an expression that designates some parts of the national territory as specific, the other categories being *tierra fiscal*, owned by the country, and individual property – owned by agro-industrial enterprises or by individuals. The later are labeled as “Chileans”, a polysemous expression referring in this context to the descent of the European settlers, named by the Mapuche “Wingka”, meaning “land thieves”. My paper proposes to discuss how the indigenous law, in particular, the articles related to land issues, sheds light on what it means to be indigenous in Chile. A state category, indigeneity mobilizes representations of otherness, authenticity and legitimacy that are organized around understandings of spatial permanence and cultural continuity. Part of an ongoing work in progress, the present analysis draws on fieldwork conducted since the early 2000 with Mapuche communities in Southern Chile, precisely in the valley Elicura, situated the Province of Arauco. Main topics of my research are the effects of legal recognition in Mapuche everyday life and the politics of identity, including its gendered dimensions.

Professor Anne Lavanchy has a doctorate in anthropology (2007) and worked at the universities of Lausanne, Neuchâtel and Friborg, Switzerland, as well as in Chile (Universidad de la Frontera, Temuco) and the United Kingdom (University of Edinburgh and London School of Economics). Her main research interests are racialization processes, multiple structural discrimination, social gender relations, autochthony and interculturality. She specializes in political and legal anthropology, anthropology of institutions and kinship, and has published several articles on research methods and ethics. Anne Lavanchy has carried out land in southern Chile, where she has been working with Mapuche communities since 2001, and in Europe (Switzerland and Great Britain). Her theoretical perspectives are postcolonialism, whiteness, ethnicity and race, the theories of situated knowledge; intersectionality.



Ethnic Identities: The case of Mapuche people

Moderator: Denisse Sepúlveda, The University of Manchester

Diego Valdivieso, The University of Manchester

Hunting Users: Field-level Officials as Identity Catalysts

As essential devices for the organisation of governments, public policies mobilise, and in some degree also impose, collective identities (Ramírez 2010). Thereby, by classifying specific individuals as policy recipients, policies and programmes dynamically generate groups of subjects, imposing categories such as ‘citizens’, ‘migrants’, ‘indigenous’, and so forth. During my one year fieldwork in Chiloé, an archipelago in the south of Chile, I witnessed the role played by a territorialised state programme implemented at the local level in how indigenous belonging is negotiated and experienced. The actions undertaken by field-level officials implementing the *Programa de Desarrollo Territorial Indígena* (Indigenous Territorial Development Programme - PDTI), constitutes an ideal setting to develop a more comprehensive and detailed picture of the everyday interpretative and relational processes, and its effects, occurring throughout the decentralisation of a programme focused, in this case, on Williche farmers. This paper seeks to address the practices carried out by the officials implementing the programme to encourage and motivate farmers – who met the conditions – to obtain a *Certificado de Calidad Indígena* (Certificate of Indigenous Belonging). This document would officially certify them as indigenous vis-à-vis the State, allowing them to be eligible to participate in the PDTI, become a ‘user’, and be recipients of its benefits. Considering the aforementioned: What are the local political and social implications of this ‘users hunting’? How the programme, and the interactions that it frames and enables, are experienced in the local level? How identity and indigeneity are shaped under these conditions?

Diego Valdivieso Sierpe is a Sociologist from the Universidad Diego Portales, and Master in Systemic Analysis Applied to Society from the Universidad de Chile. Currently he is starting his 4th year of the PhD. in Social Anthropology at the University of Manchester. His research is focused on the everyday interactions between field-level officials and the local recipients of an agricultural indigenous policy in the south of Chile.

Andrea Silva-Tapia, Justus Liebig University

The Ethnicized Citizenship of Mapuches in Chile as Illegitimate citizenship

This presentation argues that ethnicized citizenship of Mapuches in Chile can be considered a type of illegitimate citizenship, which reproduces inequalities. As many authors argue^[1], modern citizenship emerges with the formation of the nation-state in a modern world-system characterized by a persisting operating coloniality. The legitimacy of this global colonial idea of the nation-state is based on the cultural concept of a nation: an illusion of a homogenous shared past, where customs and language differences are suppressed. This homogenization has been imposed on the Mapuches in Chile and other native population around the world. They are not considered as ideal citizens of a nation-state because they do not conform ethnically and culturally to the definition of the nation. Their citizenship is ethnicized and therefore considered illegitimate. Citizenship is a concept referring to individuals. However, when citizenship is racialized or ethnicized, the individuality of the person vanishes. The racialized citizen, the illegitimate citizen, is always described as part of a group: the “immigrants”, the “indigenous”, the “Mapuches”. They are never described as an autonomous individual subject. This fact situates them in disadvantage compared to the rest of the population, affecting their opportunities in education, job market and social recognition. Mapuches face many kinds of inequalities: higher poverty

rates, fewer years of schooling, and lower income compared with the non-indigenous population. Moreover, they have experienced racial discrimination in society and through the State since the political and geographical colonization.

[1] Isin and Wood (1999); Oommen, (1997); Marshall, 1992 (1950); Sommers, (2006); Bloemraad, Korteweg and Yurdakul, (2008)

Dr. Andrea Silva-Tapia earned her Master's degree in Sociology at Alberto Hurtado University in Chile, where she afterwards worked for two years coordinating research projects oriented to public policy at the "Observatorio Social Universidad Alberto Hurtado" (OSUAH). She obtained her PhD in Sociology at Humboldt University in Berlin with the thesis "Ethnicized citizenship as illegitimate citizenship. The Case of Mapuches in Chile and Northeasterners in India". During her PhD, she conducted fieldwork in Chile and India. Currently, she is a Lecturer at the Institute of Sociology at Justus Liebig University, Giessen in Germany. Her research areas are citizenship, migration, indigenous people, ethnicity, decolonialism and feminism.

Grace Garside, University of Durham

Spaces of Education and Mapuche Identity: The Municipal School vs The Countryside

Since the nineteenth century schooling has been promoted as a universal good. Missionaries, colonial powers and now development practitioners have held an implicit trust in the "civilising" nature of schooling for indigenous children (Mundy and Manion, 2015). More recently development work has focused on girls' education. The "smart economics" campaign, promoted by the World Bank, argues that that by investing in women, you speed up economic development and you also produce social returns, including reducing fertility and increasing child survival rates.

Despite its popularity among development practitioners, critiques show that schools are not "innocent" sites of education but are actually the most powerful state apparatus of modern capitalism (Althusser, 1971). Within the indigenous community schooling has been implicitly and explicitly a site of rejection for indigenous knowledges and languages. Instead, education is a tool for assimilating children into a "national" identity. This paper reflects on the experiences of Mapuche girls within the Municipal education system in Chile. It explores the effects of a state-wide syllabus, that whilst claiming to be "intercultural", promotes a national citizenship and the folklorization of the Mapuche culture. The paper concludes by exploring resistance from the wider Mapuche community in which spaces of formal education are being challenged and traditional Mapuche educational practices of listening and performing are being restored.

This presentation is the result of a year of participatory research within boarding houses and municipal schools. This paper reveals the benefits of a participatory video methodology which allowed the participants to express their own experiences through creative methods and resulted in the production of the documentary: "Las Semillas, Mujeres de Wallmapu".

Grace Garside is currently completing an ESRC funded PhD in Human Geography at the University of Durham (UK). Her research interests include Girlhood, Education and Indigenous Geographies. Grace has been working in conjunction with the Mapuche people since 2015 and her research focus is Temuco, in the South of Chile. Previous research has included studies into post coal mining identities and urban Mapuche youth masculinities. Most recently, however, Grace has completed a participatory research project with Mapuche girls in municipal boarding houses. The results of the project were screened as a documentary, "Las Semillas: Mujeres de Wallmapu". She is also part of the collective "Wallmapu Fün Kim Zomo".

Dana Brablec, University of Cambridge

Reconstructing Mapucheness: The Role of Mapuche Associations for Ethnic Identity Endurance in Santiago de Chile

Mapuche culture is based on oral tradition and is customarily transferred within the family bosom. However, rural-urban migration, together with the multiple pressures the Mapuche face by living in an urban milieu, have resulted in the breakdown of traditional oral knowledge transmission. The distance of the Mapuche people from their rural communities of origin, coupled with the effects of socio-economic and racial discrimination, have resulted in a complex process of ethnic ascription, particularly impacting generations born in urban areas. Participation in ethnic Mapuche associations has become one of the most effective ways of affirming an initially unexplored identity in the city. Mapuche from different generations have looked for opportunities to interact with their ethnic peers in order to express and recreate their ethnicity in the city through the development of multiple ethnic-based activities. Cultural-based workshops, organised by urban Mapuche associations, have provided a protective and familiar environment for the revival of traditional Mapuche practices. In this paper, I argue that urban Mapuche associations have been transformed into one of the main conduits for learning about Mapuche culture and idiosyncrasies in the city, making 'traditional' Mapuche knowledge operative by recovering, appropriating, and actively preserving it. Drawing on data gathered from a nine-month period of fieldwork in Santiago de Chile, this paper presents a unique perspective on the vital associational role in the rescue and revitalisation of ethnic-cultural practices, which are fundamental for reconstruction of Mapuche identity in the city.

Dana Brablec is a PhD student in Sociology at the University of Cambridge. Her doctoral research looks at the different strategies followed by the Mapuche diaspora in Santiago de Chile for the rescue, practice and maintenance of their socio-cultural practices within the margins of indigenous associations since the enactment of the post-authoritarian Indigenous Law in 1993. Dana completed a MSc in Democracy and Comparative Politics from UCL (2013). More recently, she was selected as a 2017 Visiting Scholar at the Institute of Latin American Studies at Columbia University (New York) where she further developed her current investigation on urban Mapuche-indigenous associations.

Cristhie Mella, University of Bristol

The Politics of the Gender Perspective: Lessons from the Wallmapu.

Addressing gender equality has been part of the endeavours Chile has embarked since its return to democracy by signing international treaties and becoming engaged with the Beijing Platform for action on gender equity across public policies. However, this has not been a straightforward process. Achieving gender equality has been problematic, revealing tensions in understandings and approaches. Although gender is identified as a discourse in public services, demanded to implement a gender perspective, its embeddedness and conceptualisation require a closer examination. This paper discusses the tensions observed in its implementation in child protection services in the Araucania region, where interventions on violence in mapuche families reveal contested meanings and emergent concerns around cultural competency. Conflicted approaches are revealed in the ways not only child protection services, but other agencies address domestic violence with mapuche families compared to non- mapuche , with biases involved. These findings are part of a PhD research exploring professional discourses of parents in child protection services. Emergent issues are the nuances of the gender perspective and its embeddedness and, on the other hand, the tensions derived from a western conceptualisation, as reflecting the international agencies approach that fails to recognise indigenous cosmology in the Global South

dynamics as well as the impact of colonisation. One clear issue is how the cultural background becomes problematized under a blurred gender analysis of violence where cultural competency becomes relevant.

Cristhie Mella is PhD candidate in Social Policy, University of Bristol. Psychologist, currently researching gender in professional discourses in child protection services in Chile. This project emerged from my work in SENAME programs, working with children and families. My aim is to address gender inequality materialised in policies and practices in this area by analysing the main assumptions underpinning interventions, where gender is reflected and impacting outcomes.



Migration, Childhood and Identities

Moderator: Marisol Verdugo, The University of Manchester

Sara Joiko, UCL - Institute of Education

'A mí me encanta, porque te fortalece como comunidad y como escuela': The Schooling Experience of Latin American Migrant Families in Chile

Migration is not only the movement from south-north, but also south-south movements have emerged in different parts of the world. During the last 25 years, there has been an increase in the numbers of people migrating to Chile especially from other countries of Latin America. This movement has not only involved adults in search for better conditions and opportunities but also children and adolescents of school age. Hence, in a context characterised by a monocultural market education system, the ongoing doctoral project, aimed to explore how Latin American migrant parents experience their children's schooling can act as a form of (ex)(in)clusion into the education system and the wider society. Based on the analysis of interviews with Latin American migrant mothers and fathers, and school staff members; from different municipal and private subsidised schools from the north and metropolitan region, the presentation aims to discuss the families-school relationship from the lens of critical interculturality (Diez, 2011; Novaro, 2011; Walsh, 2010) in the context of Chilean's neoliberal and monocultural education. Studies discussing the home-school relation have argued that parents' subject position in the field of schooling (Vincent, 2000) can be viewed as consumer, partners, citizens or knowledgeable. During this presentation, I will explore in these positions, with an especial focus on the notion of parents as a source of knowledge using as an example the 'multicultural manifestations' practices in schools. This form of subject position, I argue places the question about education as an internal/external bordering practice.

Sara Joiko is a sociologist and a PhD Candidate at UCL-Institute of Education. Her thesis aims to acknowledge the schooling experience of Latin American migrant families in the Chilean context. Her supervisors are Prof. Carol Vincent and Dr Alice Bradbury. She has worked as a research assistant on education in different contexts (Universidad Alberto Hurtado in Chile and the National Institute of Education in Singapore). She also has extensive experience linking her academic interests (education policy, families-schools relationships, migration) with her community work at different social organisations (IRMO in London and SJM in Santiago). She is currently member of the UCL Refugee in a Moving World network.

Paulina Bravo, UCL - Institute of Education

Borders in the Academia: Professional Development as Sites of Resistance

The questions of borders are controversial and urgent since the colonial understanding of countries and/or north and south in the world (Vaughan-Williams, 2009), where the notion of borders can be employed to make hierarchical differences. On the other hand, hybridity on borders seems to be related to mixing different cultures without taking into consideration their differences or the power relationship involved, hence their criticism. However, since a postcolonial thinking (Moslund, 2010), borders can be understood as sites of resistance where the hybridity on that border could be related to the acknowledgement of the hierarchies and power relationships. The proposal of this research is translating that conceptualisation of that recognised border as a site of resistance to another problem related to the relationship between Academia and School in a space of continuous professional development. The purpose of this research is comprehend and acknowledge the power relationship that is operating on the border of the Academia-School and inside the Academia. The data was produced

during a continuous professional development in Chile between September 2017 and January 2018 with 21 science teachers from pre-primary education to secondary education held by a group of 9 teachers from the university under the principles of hybridity, collaboration and big ideas of science education. The conceptualisation of hybridity on the border under postcolonial thinking rather than the mixed result of the two worlds but as a space for collaboration and resistance of the unbalanced power relationship is discussed.

Paulina Bravo Gonzalez She is starting her third year of a PhD in Education at the UCL-Institute of Education. The topics that she is interested in are big ideas of science education, collaboration, continuous professional development (CPD) and science teachers. During the PhD she is trying to acknowledge a new conceptualisation of CPD as a Hybrid Space of Learning (HSL) where every participant brings their knowledge and practices to develop a new comprehension of how to teach science, in that sense, considering the different know-how, everyone is a learner, everyone is an expert, and everyone have something to teach.

Javiera Sandoval, UCL - Institute of Education

Perspectives on Research with Haitian Children Learning to Read in their Chilean school

The presentation aims to describe the questions that will lead my PhD research in literacy learning in a multicultural but monolingual classroom with Haitian children in Chile. To contextualise and discuss the proposed research questions, a critical event that happened while I was doing voluntary work in a school in Santiago will be presented, alongside part of the theoretical framework and methodology proposed.

Tonton Bouki -a beloved character in Haitian oral stories, who is also present in a book that is used to teach literacy in Haiti- was brought to my attention in an encounter with a Haitian worker in a market. This character reshaped the workshops that we, as volunteers, were delivering to Haitian children to develop literacy in a school in Santiago. *Tonton Bouki* allowed us to connect emotionally, and through literacy and culture, with the children. This experience that was shared with the teachers in the school also led to the development of my research questions to understand the challenges and possibilities of having classrooms where students are welcomed and not excluded from learning.

An ethnographic approach in the school and its community is proposed to understand how children and teachers are learning in this new landscape, and how Haitian children are learning literacy (as the ability to read and write). To research this topic a framework that consider literacy as a social practice and that positions biliteracy development in a continuum (Hornberger, 2003; Street, 2000), where power and language ideologies are disputed will be used in the research and explained in the presentation.

Javiera Sandoval Limari is a primary school teacher specialised in first and second years. MA in Literacy Learning and Literacy Difficulties in UCL-Institute of Education. Currently in her first year in the MPhil/PhD programme at UCL-Institute of Education. Her research interests are in the intersection between literacy learning, inclusive classroom practices towards literacy learning and the impact and challenges in the development of biliteracy that are present in the classrooms that are receiving Haitian migrants in Chile.

Andrea Cortés, UCL - Institute of Education

Media Coverage and Discursive Construction on the Latin American immigrant in Chile: The Bounded of Otherness

The recent scenario of Chile in relation to migration shows an increase in the arrival of immigrants, new migrations waves and a governmental concern to transform the anachronistic law that norms it. The media give visibility and prioritize specific events about migration and these meanings build and spread

discourses that manage otherness as a social problem. In this regard, my research suggests what are the framings and ways of narrating migrant otherness in the massive Chilean newspapers *El Mercurio* and *La Tercera*. These newspapers frame immigration as a social event, which were examined and referred from the difference and from a territorialisation of the social other. The media coverage of immigration seeks to take away the value of being a cultural process inserted in a global context of human mobility, which is simultaneously constructed as a "state of exception" that needs to be observed and analysed as such. Therefore, this paper aims to show how the media generate "border practices" on migrants and what type of strategies use to produce otherness.

Andrea Cortés Saavedra is a Chilean PhD student in Social Science at University College London since September 2017. She is a journalist and holds a Bachelor in Social Communication and a Master in Social Sciences Stream Sociology of Modernization at the University of Chile and were obtained with high distinction. Her doctoral research project focuses on the social positions of migrant childhood within the Chilean school in relation to the influences of the public discourses. Andrea was awarded "Becas Chile", a government scholarship for graduate students of excellence to do a PhD program abroad.

Anita Morales, The University of Manchester

The Effect of Parental Involvement and Socioeconomic Status on Children Cognitive Development

Not only living in poverty during childhood has negative consequences to child development, but also the quality of care that parents or carers provide has a sizable impact on cognitive development at the earlier stages of life. Using data from the Chilean First Longitudinal Survey of Early Childhood (ELPI), this study analyses the effect of parental involvement and socioeconomic background on early cognitive development and how this effect varies across family and children characteristics.

It was found that parental involvement, which is a threefold indicator composed by positive parenting, parental stimulation and ineffective parenting, does indeed make a significant difference in children cognitive skills. However, this effect is moderated by socio-economic background, being cognitive development scores significantly higher for children living in the wealthiest households with respect to those in the poorest ones. Likewise, a high level of positive parenting (as measured in this study) has a stronger positive impact on poor children, while the negative impact of ineffective parenting is stronger on children from the higher quintiles.

From these findings, it is possible to assert that parental involvement has the potential to contribute to reduce the gap in the cognitive skills achieved by children according to the level of income of the households they live in, which can be of particular relevance for reducing the inequality-related gap in later life outcomes.

Ana Morales is a Research Associate at the UK Data Service, based in the University of Manchester. Her main role involves leading the UK Census user support and training unit. Previously, she completed a PhD in Social Statistics and a Master's degree in Social Research Methods at the University of Manchester, as well as a Master's degree in Public Policy at the University of Palermo (Italy). Her research interests are mainly related to research methods and the application of advanced statistical methods to social science topics, such as reoffending, crime, child development and socioeconomic inequalities.



Statistics in Social Sciences and Social Change

Moderator: Gabriela Zapata, The University of Manchester

Patricio Troncoso, The University of Manchester

Count me in! The role of statistics in social sciences and social change

“There are lies, damned lies, and statistics” is a well-known running joke about the misuse of statistics for the purpose of supporting pre-conceived ideas and/or power structures. But what is the role of Statistics in society? More often than desired, statistical techniques are applied indiscriminately and conclusions are drawn disproportionately. A deeply troublesome consequence of this is that public policy decisions could be taken based on inaccurate analyses. Hence, a thoughtful application of Statistics can and needs to be done to support progressive social change.

Statistics is a discipline at the service of social sciences as it allows unveiling patterns underlying past phenomena and providing systematic ways of accounting for the uncertainty of future events. In terms of public policy, not only is it possible to elucidate “what has worked (under certain assumptions)”, but also “what could possibly work (if certain assumptions continue to hold)”, as well as “what could work under different circumstances”, or “what could work for some but not others”. The possibilities for understanding (and steering) social transformations in this way are tremendous and that is why statistical awareness is paramount. This talk will give examples of misuse of statistics and its consequences, mainly

referring to educational research and policy in Chile. It will also highlight the importance of floor standards of statistical literacy in all disciplines, as well as the importance of an ethical awareness about the impact and the potential use of research data and conclusions beyond the purposes foreseen by the researchers themselves.

Patricio Troncoso is currently a Lecturer in Social Statistics at the University of Manchester. Previously, he completed a PhD in Social Statistics, which was focused on the methodological challenges of analysing school performance using complex multilevel models, as well as substantively focusing on the socio-economic inequalities of the education system. He has worked in several research projects related to educational inequalities and child protection at the Manchester Institute of Education (MIE), the Cathie Marsh Institute for Social Research (CMI) and the Department for Education (DfE).



Race and Representations

Moderator: Maria Montt, Pontificia Universidad Católica de Chile

Katerina Chatzikidi, ILAS

Quilombos and Pentecostalism: The changing religious landscape of 'ethnic' communities in Brazil and its impact on the organisation of political life

Quilombolas, the residents of Black rural quilombo communities, self-identify as descendants of maroon settlers and draw on federal legislation in order to claim collective land titles. Most Latin American countries have enshrined different types of collective rights as an integral part of multicultural citizenship reforms aiming at remedying the political exclusion and racial discrimination suffered by different social groups within the nation-state, which were henceforth recognised as 'ethnic groups'. However, 'the main criterion used to determine the recipients of collective rights in Latin America has been the possession of a distinct cultural group identity' (Hooker 2005: 291) and not so much their racial discrimination or socio-economic and political marginalisation, as such rectifying measures dictate in principle.

Pentecostalism, a universalising project that positions itself in radical opposition to competing cultural and religious practices or traditions –whether local or global– declaring a 'global spiritual warfare' against them, is radically transforming the religious landscape in Brazil and the Global South at large. Religious conversion has a direct bearing on participation in social and cultural life. Importantly for this discussion, Pentecostal dissociation from nearly anything related to '*quilombola* culture', a rubric essential to the land titling procedure, is challenging the forms of organisation of political life in the quilombo and raises questions regarding the future of the *Quilombola* struggle. Drawing on long-term ethnographic fieldwork in Maranhão, this paper discusses the religious transformations that are underway in a compound of quilombo communities and explores the principal forms of negotiation between shifting socio-political regimes.

Dr **Katerina Chatzikidi** is a social anthropologist (DPhil, University of Oxford) with a main area focus on Brazil. Her thesis, 'Children of the land and children of the Saint: religion, heritage, and territoriality in a Brazilian quilombo', focused on quilombola grassroots organisation around land in Maranhão state. Her doctoral research formed part of the joint research project 'Currents of faith, places of history', funded by the Humanities in the European Research Area (HERA) consortium. She is 2018/19 Stipendiary Fellow at the Institute of Latin American Studies (ILAS) and Postdoctoral Associate at the Institute of Social and Cultural Anthropology, University of Oxford.

Maria Montt, Pontificia Universidad Católica de Chile & Carol Chan, Universidad Alberto Hurtado

Within and Beyond Boundaries: Explorations of Chineseness in Chile

This paper explores the diverse ways that Chinese people and Chineseness are portrayed in contemporary Chilean cultural mediums. The paper takes as its starting point the question of Chinese people's conditional visibility in the country, despite the long history and growing presence in the country and the Americas. Through an analysis of a soap opera (*La Colombiana*, 2017) and a film scene (*Una mujer fantástica*, 2017), contextualized by other representations of Chineseness, we observe that while the Chinese are typically depicted as the essential Other, representations may also make visible and problematize empty stereotypes. Considering the multiple axes at play in representations of Chineseness

in Chile, we demonstrate how they simultaneously contribute to reifying and transforming Chineseness in Chile and within a broader context.

Carol Chan is a postdoctoral fellow at the Interdisciplinary Program for Migration Studies, Universidad Alberto Hurtado, and an academic researcher for the Centre of Political, Cultural and Social Studies of Latin America, Universidad Bernardo O'Higgins (Chile). Her current research on the multi-nodal mobilities and experiences of the ethnic Chinese population in Santiago de Chile is sponsored by the National Foundation for Scientific and Technological Development (FONDECYT N° 3170051). She earned her PhD in Cultural Anthropology at the University of Pittsburgh, and her BA in Anthropology from the University of Melbourne. Her work has been published and forthcoming in various academic journals, and her research interests include transnational migration, development, gender, and moral economies.

Maria Montt Strabucchi is adjunct instructor at the Pontificia Universidad Católica de Chile, and member of the Asian Studies Center at the same university. She earned her undergraduate degree in History from the Pontificia Universidad Católica de Chile, and an MA in Chinese Studies from the University of Oriental and African Studies (SOAS), University of London. She received her doctorate from The University of Manchester, UK in 2017. Her PhD examined the representation of China in contemporary Latin American novels. Her research focuses on China in Latin America, Chinese-Latin American diplomatic and cultural relations, representations of China in contemporary Latin American literature and cultural production, as well as Chinese-Latin American cultural and political relations.

Néstor Singer, The University of Manchester

Reconfiguration of Chilean Translators' Cultural and Professional Identities: The Impact of Multimodal Consumption in Language Learning

In a globalised world, cultural interchange goes beyond physical geographical boundaries. Nowadays, Chileans are able to engage with online series, music, books, games and others that grant them access to become part of the culture for which these materials were conceived and, thus, reconfigure their identities by becoming part of that target culture. This process is significant in higher education programmes in which languages configure students' restructuring of their identities in the target languages, such as translators. This presentation outlines the social representations held by first- and fifth-year students of the Translation Studies undergraduate programme at Universidad de Santiago de Chile (USACH) to compare how their perceptions towards the learning process and themselves evolve and how they visualise themselves as speakers of English, Japanese and Portuguese. Data were collected using a free association of concepts and semi structured interviews in three focus groups, which were recorded, transcribed and analysed. The results of this case study show that learners experienced a self-driven learning process through multimodal consumption, which enhanced virtual engagement with online members of foreign communities. Participants also evidenced a reconstruction of their cultural identity by means of collective negotiation of meaning on the internet. In a formal learning context, students emphasised rapport and teaching style as interaction boosters in the foreign languages. It is concluded that students move from an unfocused, inconsistent vision to a coherent, sound stance in which their desires to become part of the target culture empowers them as efficient professionals with a multicultural identity.

Nestor Singer is a PhD Student of the Translation and Intercultural Studies doctoral programme at The University of Manchester. He holds an MA TESOL (Teacher Education) by

The University of Manchester and a BA in English-Spanish Translation. He is an Associate Professor at the Department of Linguistics and Literature at Universidad de Santiago de Chile. His research interests include translator education, second language teaching and learning in translation programmes and translator identity. Currently, he is the Head of the EIPT Study Group and PI of the Research Project “Translator identity: a phenomenological understanding of trainees' stance throughout their undergraduate programme”.



Gender and Politics

Moderator: Angélica Cabezas, The University of Manchester

Ricardo Ramírez, University of Sussex

'Acceptable' Gays and Lesbians in Chile: Intersections of Sexuality, Class and Gender

Over the last years, Chilean society has experienced deep transformations as to the ways in which homosexuality is treated in the country. The enactment of the Antidiscrimination Law in 2012, the Civil Union Law in 2015 and the current discussion about marriage equality are examples of political achievements attained, in part, as consequences of the efforts led by LGBTQ organisations and activists. The country, however, is far from a total state of equality in terms of rights, and cases of discrimination and violence against gays and lesbians are still reported regularly. Through the revision of the history of the LGBTQ movement in Chile, this paper problematises the idea of a straightforward path from “abjection” to “acceptance” and offers an intersectional interpretation of the “tolerance towards homosexuality” in the country. It is argued that the assimilative strategies of the major Chilean LGBTQ organisations, the mediatisation of gay and lesbian identities on television, and the ways in which the state and its organs address homosexuality have consolidated “proper” or “acceptable” ways of being gay or lesbian, while others have been rejected or deemed inappropriate. It is argued that in Chile the construction of the “acceptable” homosexuality has amalgamated a privileged class position with gender-conforming expressions: effeminate gays and butch lesbians are associated to a working-class homosexuality that is tasteless and must be avoided in order to achieve the assimilative position that will grant the state’s recognition.

Ricardo Ramírez is a PhD student in Media and Communications at the University of Sussex. His research project is titled “Chilean gays and lesbians watching TV: media representations and the construction of sexualised identities”. In 2015, he received a master’s degree in Gender, Media and Culture from the London School of Economics and Political Science (LSE) and in 2012, he received a bachelor’s degree in Mass Communication from the Universidad de Chile. His research interests are: LGBTQ representations in popular culture, audience studies, sexual politics and identities, and feminist research methods.

Francisca Ortiz, The University of Manchester

The Politics and Poetics of Aging: Ethnography of a Club for Older Women

Recently, Latin America has experienced profound political, economic and cultural transformations such as the feminisation of the ageing population. In this presentation, it will show how this and the changes in Chile have had a substantial impact on social relationships. It will present an ethnographic study of ageing, gender and social organisation of care in a women’s ceramics course from a community centre of Santiago Centro (Chile). First, It will be starting by situating the framework on gender, ageing and care in the social sciences. Secondly, the author will characterise the demographic, social, economic aspects and the public policy programs linked to ageing in Santiago. Next, this researcher will narrate the stories, the modes of organisation and the dynamics that are articulated in the women’s Club. Also, It will be describing the ceramic classes with their spatial dispositions and how these women appropriate their classroom with a particular relational dynamic. Afterwards, the author analyses the themes of dialogue, the forms of community care in the interactions, and the scenes of political interpellation lived by them. Finally, the researcher proposes an articulation between poetics and politics in the experience of female ageing.

This presentation is part of the research Fondecyt 1160683: "Being a Senior Woman in Santiago de Chile: Social Organization of Care, Feminization of Aging and Accumulated Inequalities", directed by Herminia González Torralbo and Menara Guizardi. It was funded by the National Commission of Scientific and Technological Research of Chile (CONICYT).

Francisca Ortiz is a PhD Student in Sociology at The Mitchell Centre of Social Network Analysis, The University of Manchester (UK). Sociologist graduated from the Alberto Hurtado University (Chile), and Magister in the same discipline at the P. Universidad Católica de Chile. She was co-founder and Director of the academic magazine "Content. Culture and Social Sciences ". With experience in research, teaching and scientific production, having published fifteen articles in indexed journals, five book chapters with blind refection and three opinion columns. His topics of interest are the mixed methodologies of research, network analysis, sociology of personal life, ageing, gender and science.

Giulia Sirigu, The University of Manchester, The University of Liverpool

Abortion and Same-Sex Unions in Italy and Chile: A Comparative View of Actors and Institutions

Globally, social policies on reproductive issues such as abortion, and LGBT issues such as same-sex unions, have become a reflection of the power struggles between conservative and more progressive forces to maintain or change specific gendered institutions. This is particularly so in countries where Catholicism remains the most influential religion in society, as is the case of Italy and Chile. These two country cases and specific policies provide an excellent opportunity to compare and highlight the way in which specific actors and institutions come to play a key role in advancing or hindering gendered institutional changes. The comparison of both country cases allows the authors to refer to use institutional theories to highlight and explain similarities in the type of resistance, strategies and discourses used in these two different regions of the world, as well as showing the importance of specific actors and institutions in advancing a progressive and gender-driven agenda. This paper analyses the policy processes behind these sets of policies. By looking at the interplay between actors, ideas and institutions, it tries to explain why in some cases some institutions matter more than others and how actors and ideas navigate these spaces. This includes politicians in government or the legislature, doctors, mass media and social movement actors, as well as state institutions and their internal rules such as: the legislature, its commissions, and state agencies.

Dr Giulia Sirigu holds a PhD in Foreign Policy (University of Manchester) and she now works as part lecturer in International Development and Global Governance at the University of Liverpool. Her research is focused on the role of ideas in policy change in Italy and Latin America, with an emphasis on gender and migrants rights.

Dr Carmen Sepúlveda completed her PhD (UCL) with a thesis on The Legal and Political Battles Behind the Distribution of Emergency Contraception in Chile under Lagos and Bachelet. Between 2015 and 2017 she worked as Research Associate at the UoM for a research focused on the role of institutions and actors in a context of gender dynamics of institutional change and reform.



Keynote Talk

Professor Maxine Molyneux, UCL Institute of the Americas

Latin American Feminism: Changing Optics of History and Generation

In this lecture Professor **Maxine Molyneux** offered some analytic reflections on feminism as a political movement, describe the evolution of feminisms in the south of LA – Argentina Chile and Uruguay, and then move on to focus on contemporary history and consider the differences between the feminism of the early 2nd wave and the new wave that we see breaking across the world today.

Maxine Molyneux is Professor of Sociology at UCL and was the founding Director of the UCL Institute of the Americas. She has written widely in the fields of gender studies, human rights, poverty and development policy, and among her best known books are *Women's Movements in International Perspective*, and *Gender and the State in Latin America*. She has served as senior consultant to UN agencies (UNRISD, ILO, UNFPA, UN Women) and NGOs (Oxfam, Care International), the Canadian IDRC, and UK's DFID. She recently served as research director of multi-country investigations into social protection including most recently, the DFID-funded ODI project *Transforming Cash Transfers*. She is the Editor of the Palgrave book Series *Studies of the Americas* and the UCL Press Series *Modern Americas*



The Budget

	artsmethods@manchester
Travel costs	£183.4
Accommodation 2 Guest speakers (1 night each)	£244
Lunch	£271.8
TOTAL	£699.2

The venue

The event took place in the SALC Graduate School, Ellen Wilkinson Building,
The University of Manchester

[Link to interactive CAMPUS MAP](#)



Travelling to the venue

By Bus: If you are coming from Piccadilly Train Station you can take bus 147 – [map and timetable here](#). You can also walk to the main bus station Piccadilly gardens (red star on the map) and take buses 15, 18, 42, 111, or 143 to the (yellow star on map).

By Taxi: Taxis from Piccadilly Train Station or the National Express Terminal to the University cost around £5-6.

Bicycle or walking: From Piccadilly Station it is approximately 2 km to Ellen Wilkinson (see route below). If you prefer cycling, you can use the rental system Mobike which requires you download an app and leave a deposit. [More info on Mobike](#)



Acknowledgements

We would like to thank Chile Global Seminars UK, ARTSMETHODS@MANCHESTER, Marca Chile, the SALC Graduate School staff, Professor Armando Barrientos, and Doctor Gillian Evans. We would also like to thank our special guests Professor Maxine Molyneux and Professor Anne Lavanchy, as well as all our presenters and attendees. Finally, we would like to thank our great photographer Daniel Díaz.

Outputs

-Youtube videos of the main talks:

<https://www.youtube.com/channel/UC97d7dWWsF1ySlwhtHfVyDQ>

-Report for the Graduate School Bulletin.

-Report in ChileGlobal Seminar social media.

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