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Displacement and revitalization of the Nahuatl language in the High Mountains of Veracruz, Mexico [Texto impreso] / Carlos O. Sandoval Arenas

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 80-81 : 14 refs.

This article focuses on language displacement in the High Mountains of Central Veracruz. It begins by presenting a brief historical account of the Nahuatl presence in the region in order to distinguish this group from other Nahuatl-speaking groups. Later, it describes the situation of language loss that is currently underway and argues that the gains of the indigenous movement in the last two decades, such as the intercultural system of education, have not translated into a process of language revitalization. It focuses on the lower linguistic status of Nahuatl in the region as a key factor in language displacement, caused by (a) a hierarchical value system associated with different language domains, (b) the absence of Nahuatl in educational spaces, and (c) the current low vitality of Nahuatl. The article concludes with some actions being taken at the Intercultural University of Veracruz to address the deep causes of language displacement.

Arts and Humanities in Higher Education. -- 2017, v.16 (February), n. 1, p. 66-81

1. Displacement 2. Education 3. Indigenous 4. Interculturality 5. Language 6. Mexico 7. Nahuatl 8. Revitalization

2

Intercultural doctoral supervision [Texto impreso] : the centrality of place, time and other forms of knowledge / Catherine Manathunga

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 123-124 : 31 refs.

In order to wrestle effectively with the problems facing our world in the 21st century, we need to draw together the vast array of knowledge systems that all human cultures have produced. This means creating space for Southern, Eastern and Indigenous knowledge in universities and developing more effective forms of intercultural communication. In a recent book, I argued that intercultural doctoral supervision could be a key site for the recognition and ongoing development of Southern, Eastern and Indigenous knowledge. In order for this to become possible, I suggested that there needs to be a serious commitment to understanding how place, time and knowledge play out in supervision across and between cultures. The purpose of this essay is to briefly outline my attempts to (re)read a range of 'Southern' theoretical resources pedagogically and through interview data in order generate a series of implications for intercultural doctoral supervision.

Arts and Humanities in Higher Education. -- 2017, v.16 (February), n. 1, p. 113-124

1. Doctoral supervision 2. History 3. Intercultural communication 4. Place 5. Southern theory

3

Interview to Boaventura de Sousa Santos [Texto impreso] / Manuela Guilherme, Gunther Dietz

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

In this interview, Professor Boaventura de Sousa Santos addresses, on the one hand, the process of transnationalisation of universities and the neoliberalisation of the classical model of the European university. On the other hand, he stresses that the recognition of difference and internal pluralism of science, which have pervaded the universities during the last decades, is now losing steam. However, he believes that the emergence of the Epistemologies of the South he proposes may contribute to the re-foundation of a new university more suited to the ethos of the 21st century, since the reconstruction or reinvention of confrontational politics requires an epistemological transformation. Therefore, he proposes a new, polyphonic university (or better, pluriversity) as this epistemological transformation unfolds. This means that the political alliances of the future will have an

epistemological dimension characterized by an articulation or combination of different and differently relevant kinds of knowledge.

Arts and Humanities in Higher Education. -- 2017, v.16 (February), n. 1, p. 17-27

1. ALICE Project 2. Epistemologies of the South 3. Intercultural 4. (Pluri)versities 5. Transnational 6. Universities

4

Is the interculturalisation of Chile's universities a real possibility? [Texto impreso] / Guillermo Williamson

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 64 : 15 refs.

Knowledge deemed worthy of classification as 'truth' is not produced only in classic positivist research, or research recognised by the official state accreditation system, it is also produced by research-action, research + development, experimentation and systematisation. One of the most basic aspects of academic work is epistemological reflection on the justification of the research field and the method by which the hidden meaning of reality is discovered. This paper expresses interculturality polyphonically from the Latin American perspective; from the hopes shared with indigenous peoples and the poor; with social, religious and political activists and committed intellectuals; people who act and think honestly. A transversal theme of this text is the nature and condition of the academic reflection on interculturality carried out in universities, in supposedly intercultural contexts. The discussion here is based on educational development projects, research and the author's own experience of government and university management actions.

Arts and Humanities in Higher Education. -- 2017, v.16 (February), n. 1, p. 51-65

1. Chile 2. Higher education 3. Indigenous peoples 4. Interculturality 5. Modernity

5

Knowing the other/other ways of knowing [Texto impreso] : indigenous feminism, testimonial, and anti-globalization street discourse/ Isabel Dulfano

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 93-95 : 58 refs.

In this article, I explore the relationship between anti-globalization counter hegemonic discourse and Indigenous feminist alternative knowledge production. Although seemingly unrelated, the autoethnographic writing of some Indigenous feminists from Latin America questions the assumptions and presuppositions of Western development models and globalization, while asserting an identity as contemporary Indigenous activist women. Drawing on the central ideas developed in the book *Indigenous Feminist Narratives: I/We: Wo(men) of An(Other) Way*, I reflect on parallels and counterpoints between the voices from the global street movement, "other" epistemologies (identified hereafter), postcolonial theory, and contemporary Indigenous feminist theorization.

Arts and Humanities in Higher Education. -- 2017, v.16 (February), n. 1, p. 82-96

1. Anti-globalization 2. Auto-ethnography 3. Counter-hegemonic 4. Globalization 5. Indigenous feminism 6. Latin America 7. Testimonial

6

Llama herders and urban elites [Texto impreso] : interdisciplinary readings of early colonial narratives in the Americas/ Christine D. Beaulé, Benito Quintana

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 111-112 : 23 refs.

We argue for an interdisciplinary pedagogical approach that we call the Integration of Research and Education in the Classroom, which highlights and crosses disciplinary boundaries to challenge each field's assumptions, limitations, conceptual and interpretive purview. We use a set of examples that center on problematizing various aspects of the concept of indigeneity in the Spanish Colonial Period of Latin America. These examples draw explicitly on material from literary and culture studies, archaeology and anthropology, and foster students' critical thinking about the works of early indigenous authors such as the Inca Garcilaso de la Vega and Felipe Guaman Poma de Ayala. We show how an Integration of Research and Education in the Classroom approach provides rich fodder for classroom discussions as well as scholarship.

Arts and Humanities in Higher Education. -- 2017, v.16 (February), n. 1, p. 97-112

1. Colonialism 2. Indigeneity 3. Interdisciplinarity 4. Integration of Research and Education 5. Pedagogy 6. Latin America 7. Testimonial

7

Local resignifications of transnational discourses in intercultural higher education [Texto impreso] : the case of the "Universidad Veracruzana Intercultural" in Mexico / Laura Selene Mateos Cortés, Gunther Dietz

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 47-50 : 59 refs.

Our main objective is to analyze the different ways in which people involved in the Mexican intercultural education subsystem conceive interculturality. This subsystem is still emerging and we refer to the specific case of Veracruz. We point out the discursive elements implied in the construction of definitions as well as the linguistic screens generated by actors and institutions. How are significations, translations and adaptations in intercultural education models changed when passing from a European "migrant" context to a Mexican indigenous one? Through an ethnography of intercultural dis-courses, we analyze the way in which Universidad Veracruzana Intercultural teachers of its campus Selvas produce alternative discourses, which are critical toward exogenous interculturality and focused on empowering local subaltern subjects.

Arts and Humanities in Higher Education. -- 2017, v.16 (February), n. 1, p. 28-50

1. Discourse analysis 2. Ethnography 3. Higher education 4. Intercultural education 5. Veracruz-Mexico
