Abstract

We display reflections around the construction of the past in educative institutions of the Quebrada de Humahuaca, where the role of archaeology contributes to draw and to blur identities. In this synergy, is noticed the presence of “others” of the past, who begin to be part of “our” present. The objective of the investigations was to know appropriations and meaning of archaeology in relation to the local past. We select Primary, Secondary and Tertiary level institutions from a non-probabilistic sampling (opportunity sample). Visits guided to museums and archaeological sites, graphical productions and interviews, allowed to know processes of negotiation of representations in a multivocal context. We could observe that, although the educative community was tie tangentially from practically a century to the archaeological practice, the presence of contents of this science in educative contexts is low. Nevertheless, the Declaration of the Quebrada de Humahuaca like patrimony of Humanity, entailed the application of cultural policies that hit some curricular aspects. Thus, the state-of-the-art in the institutions lets glimpse antinomies, in relation to the appropriation of the material evidences of the past on the part of the educative actors; different ethnic-political and socioeconomic positioning’s turn the curriculum into a stress range. Against this background, some archaeologists have begun to rethink our practices, through strategies of “scientific mediation”, with the purpose to contribute to a co-construction of the local past from the intercultural education.

Keywords

Archaeology, interculturality, multivocality, local past.