

Quechua language II

Emergent Literacy practices the Andean World

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Writing as Resistance or Emergent Communicative Mediations

One of the most intriguing dimensions of the encounter between the old world and the new is the testimony of those who lived in the intercultural, inter-ethnic setting of the first one hundred years of contact.

Much more scarce than European accounts of this experience are those of American natives. (Adorno, R. 2001)



One such extra-ordinary testimony comes from the central and southern Andes of Peru after the turn of the 17th century. *Felipe Guaman Poma de Ayala's* “First New Chronicle and Good Government” (1615) survives as one of the most extraordinary writings of all colonial Spanish America and of Andean History. (Adorno R. 2001)

Andean Chroniclers

'The appropriation of the Sign'

1- Don Felipe Guaman Poma de Ayala.

2- Juan Santa Cruz Pachacuti Yamqui Salcamaygua

- First literate Andean subjects & authors. They published around the end of the 1600s and early 1700s. Marginalized politically, socially and linguistically in their own lifetime, they wrote and launched counteroffensive.**
- Their traditional native oral cultures did not prepare them for written expression much less in a European language. But they did produce text.**
- Their native voices have been marginalized, and were ignored until recently.**

Andean Chroniclers

'The appropriation of the Sign'

- Both are presumed to have been highly multilingual individuals speaking from 7 to 8 languages during their life time.
- Their discourse was tinted with a painful urgency to communicate.
- Created highly hybridized texts. Including writing simultaneously in two & three languages & including sketches, drawings.
- Created consistent anti-colonial rhetoric.

Don Felipe Guaman Poma de Ayala

- **Born between 1530 -1570 -- Death 1615 - 1620.**
 - **Descendant of a noble Inca family.**
 - **Had access to education.**
 - **Born in San Cristobal de Sondondo, province of Lucanas (Ayacucho.)**
 - **Father was a Curaca'.**
 - **Mother: Juana Curi Ocllo was a Coya.**
 - **Had a half brother an 'indio mestizo' Martin de Ayala' who became a great influence to the author.**

Drawings from Guaman Poma



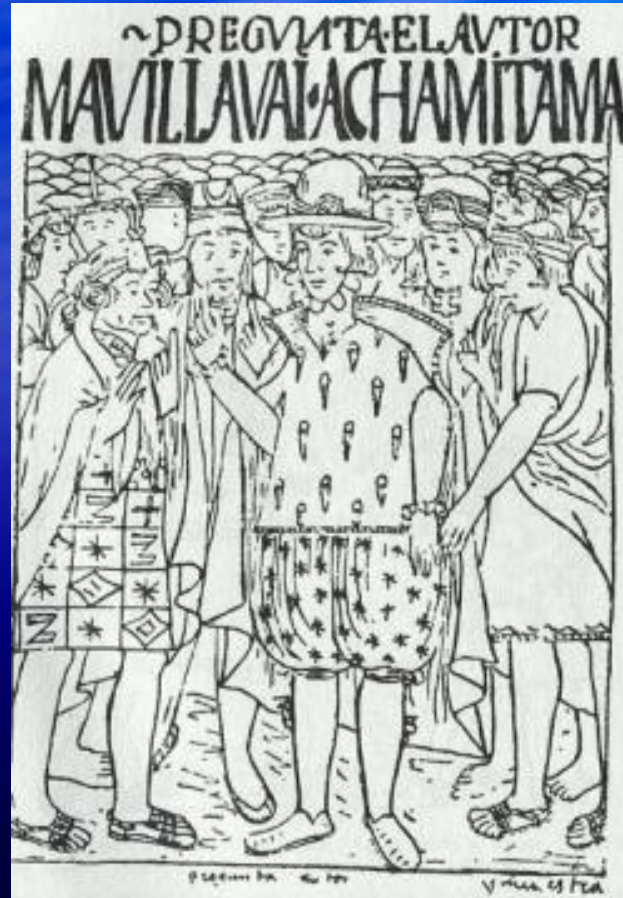
Drawings from Guaman Poma



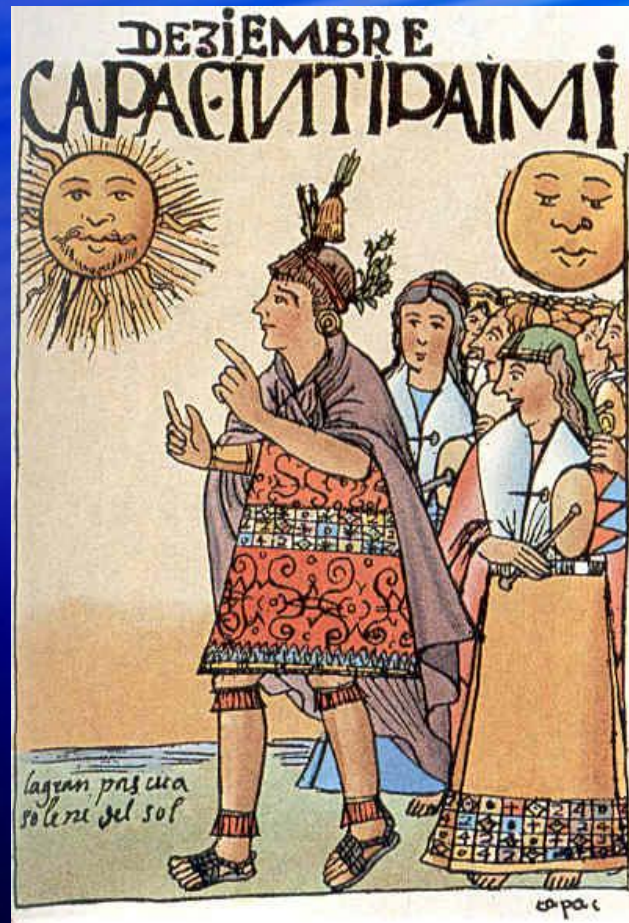
Drawings from Guaman Poma



Drawings from Guaman Poma



Drawings from Guaman Poma



Drawings from Guaman Poma



Guaman Poma de Ayala

- **Expressed his views on political matters**
- **Vehemently stated his opposition to the rule of the conquistadors being openly anticlerical.**
- **Denounced inconsistencies and injustices executed by Spanish civil, ecclesiastical and military authorities.**

Guaman Poma for teachers

Important: Guaman Poma's web-site.

<http://www.kb.dk/permalink/2006/poma/info/es/frontpage.htm>

Guaman Poma's information

<http://chnm.gmu.edu/worldhistorysources/r/44/whm.html>

His work has been published in Spanish however you might find *'Letter to a King: A Peruvian Chief's Account of Life under the Incas and under Spanish Rule,'* a translation by Christopher Dilke. Dilke spells the author's name "Huaman Poma."

Guaman Poma for teachers:

The text in itself.

The *nueva corónica* is handwritten in a 17th-century style.

“While looking at the handwritten text might give students a sense of the challenges of research, most teachers will find the 398 illustrations quite useful”.

“Guaman Poma drew images of European and Inca rulers and scenes of Inca and colonial life. The images of the post-contact period are especially useful for teaching about cultural contact and Spanish colonialism”.

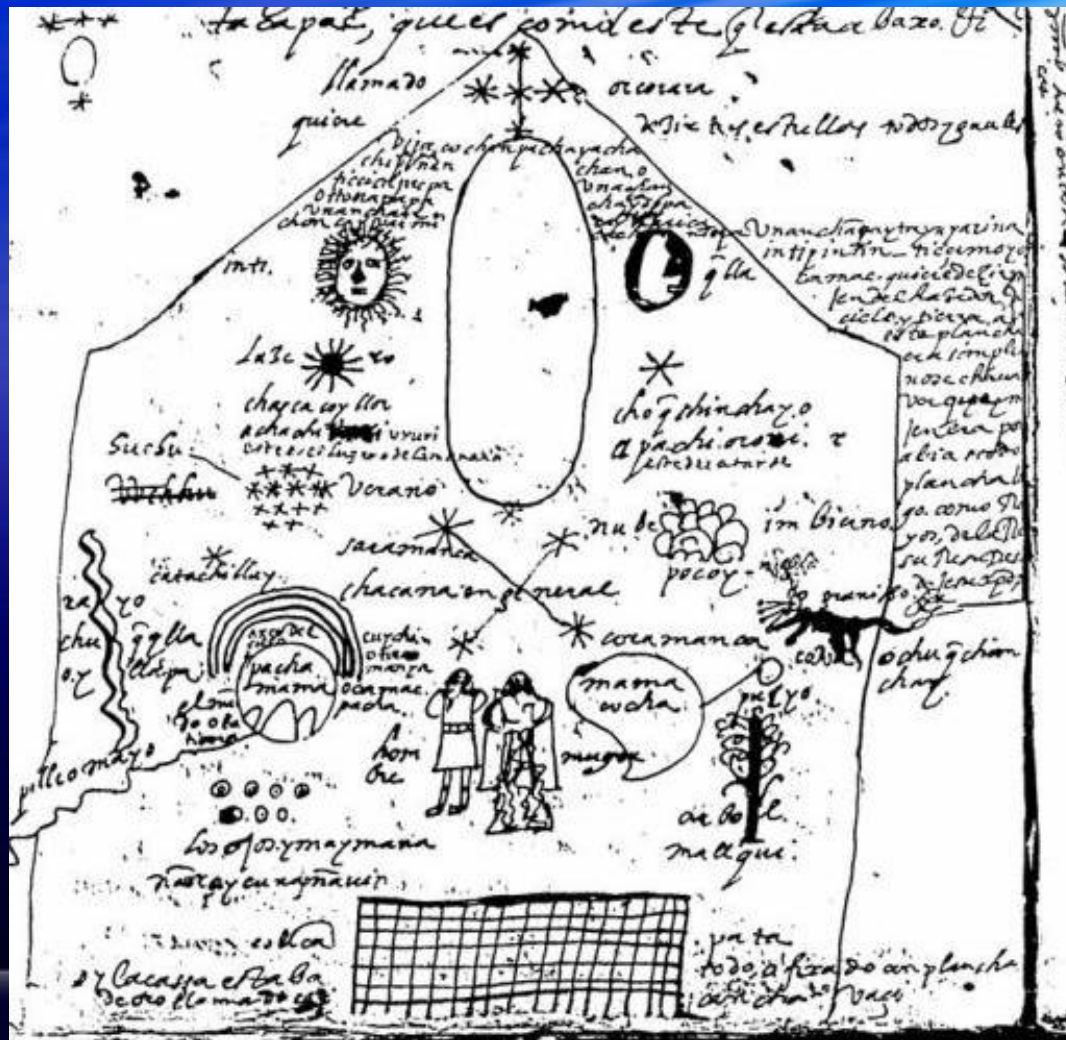
“These images show the diversity of people in the colony, including European priests and royal officials, indigenous nobles and workers, African slaves, and mixed people of different classes. They also depict the colonial hierarchy, with Spanish officials, priests, and settlers in charge of indigenous workers and African slaves.”

(Joan Bristol 2002, George Mason University)

Juan Santa Cruz Pachacuti Yamqui Salcamaygua

- Pachacuti Yamqui born after the Spanish Conquest in the province of Canas y Canchis, spent time in Cuzco and had close ties with people who had witnessed Inca religious practices before the contact period.
- *Relacion de antiguedades deste reyno del Piru* (1620): Juan de Santa Cruz Pachacuti Yamqui Salcamaygua
- From Sacred Texts:
<http://www.sacred-texts.com/nam/inca/rly/rly2.htm>

Juan Santa Cruz Pachacuti Yamqui Salcamaygua



Juan Santa Cruz Pachacuti Yamqui Salcamaygua

Pachacuti Yamqui's *Relación de antigüedades deste Reyno del Pirú* Among many other details, it contains a description of Coricancha ("enclosure of gold"), the most important temple in the city of Cusco. In his text Pachacuti Yamqui included a detailed drawing describing a wall of this temple. Few drawings made by indigenous people survive from this period, and this chart is one of the most elaborate. The description includes: The five-sided cosmological chart displays bilateral symmetry around an axis that runs from the peak to the center of the bottom.

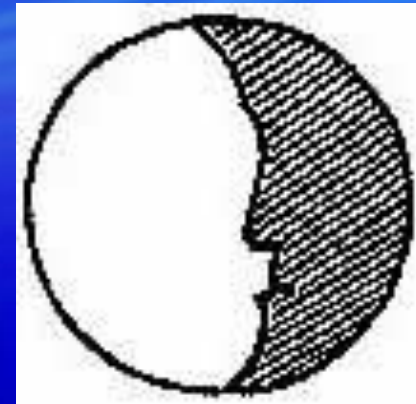
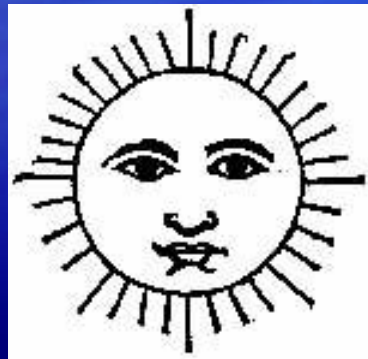
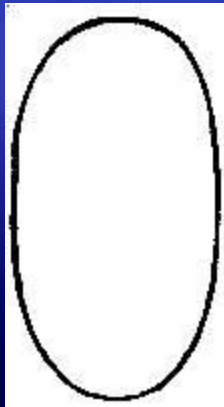
The large oval near the top is a gold disk that stood for Viracocha, the Inca creator-deity. The cross above it represents Orion. The three stars in the middle, labeled "orcorara" or three equal stars, form the belt of Orion (Alnitak, Orionis; Alnilam, Orionis; Mintaka, Orionis), with Betelgeuse, Orionis above and Rigel, Orionis below. The cross below it represents the Southern Cross, to which it bears a close resemblance. The other objects are organized in pairs. The features on the left generally correspond to masculine elements in the universe

those on the right to feminine elements. The sun is to the left, the moon the right. Below them appear the morning star, drawn as a black dot with many rays coming out, and the smaller evening star, drawn as a smaller group of rays. Below them is, on the left, a cluster of stars, the Pleiades, labeled Verano, which means summer, or dry season (possibly in association with Pleiades ritual at the summer solstice during the dry season), and, on the right, nube, winter clouds.

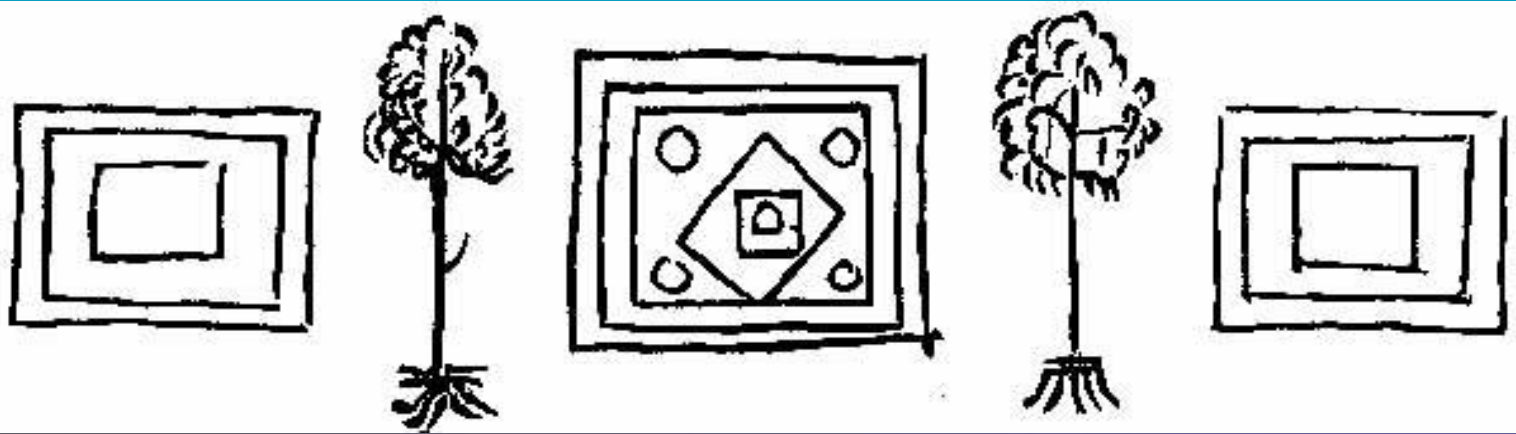
Continuing down, the Earth Mother (Pachamama) is on the left, with a rainbow above it, a set of circles (labeled "ymaymana ñauraycunañawin," or springs of abundance) below, and a bolt of lightning near the left edge; and, on the right, Mother Sea (Mamacocha), fed by a spring, with a tree next to it and off near the right edge, Chuquechinchay, a cat-like creature, which may represent an Inca constellation named for a cat. Between these two groups of objects stand a couple, a man on the left and a woman on the right. Below them is a grid-like pattern labeled "collca" or storehouse.

Santa Cruz Pachacuti

This Ynca ordered the smiths to make a flat plate of fine gold; which signified that there was a Creator of heaven and earth; and it was of this shape. *Relacion de antiguedades deste reyno del Piru* (1620): Juan de Santa Cruz Pachacuti Yamqui Salcamaygua



- These two trees typified his father and mother *Apu-tampu* and *Apachamama-achi*, and he ordered that they should be adorned with roots of gold and silver, and with golden fruit. Hence they were called *Ccurichachac collquechachac tampu-yracan*, which means that the two trees typified the parents, and that the Yncas proceeded from them, like fruit from the trees, and that the two trees were as the roots and stems of the Yncas. *Relacion de antiguedades deste reyno del Piru* (1620): Juan de Santa Cruz Pachacuti Yamqui Salcamaygua



Pilgrimage to the Quyllur Riti'

<http://es.youtube.com/watch?v=n3TWVyTnbyo&feature=related>



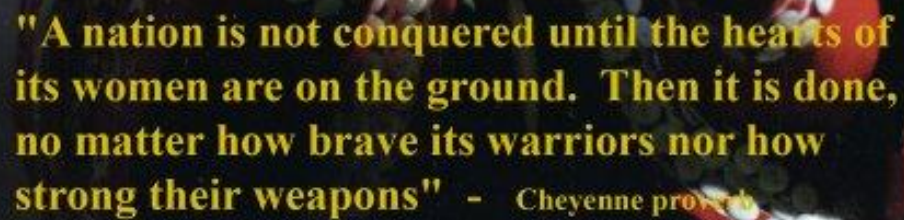
Pilgrimage to Quyllur Riti'

<http://es.youtube.com/watch?v=1VpH416Titl>





Hilaria Supa Huaman Peruvian Congresswoman



"A nation is not conquered until the hearts of its women are on the ground. Then it is done, no matter how brave its warriors nor how strong their weapons" - Cheyenne proverb

M.Y.



- **Hilaria Supa Huaman**, is a Peruvian Congresswoman from the region of Cusco. A native Quechua speaker, she is an activist for human rights and the language rights of indigenous peoples. When she was elected to Congress in 2006, she became the first elected official in Peruvian history to take the oath in an indigenous language.

Hilaria Supa was born in the community of Wayllaqocha in 1957. Raised by her maternal grand parents as a young child, she witnessed the landowner mistreat her grandfather and abuse women; these and other acts of violence against indigenous peoples had a strong impact on her.

In 2001, she published an autobiography, *Hilos de Mi Vida (Threads of my Life)* which has been translated into both German and English. <http://www.theytus.com/Book-List/Threads-of-My-Life-The-Story-of-Hilaria-Supa-Huaman-A-Rural-Quechua-Woman>

Ms. Supa has taken part in numerous international women's meetings, where she has actively used and promoted her native **Quechua** language. She is one of the most important Quechua language rights activist in Peru at present, she insists in using her mother tongue during congressional sessions. In doing so, Ms. Supa expresses her desire to create a new era of **inclusion** for the Quechua speaking people, and to strengthen Peru's **intercultural and multilingual identity**.





- "When we speak in Quechua, people say it's rude because they don't understand us ... my hope is that my mother language will someday be appreciated; it will be difficult, but not impossible." Hilaria Supa Huaman



Freddy Ortiz – UCHPA

**Uchpa is a Quechua-
singing Peruvian
rock & blues band.**

Kusi Kusun

<http://www.youtube.com/watch?v=UaGM4U2MVkQ&feature=related>

Corazon contento

<http://www.youtube.com/watch?v=y0MkqEKgdUc>

Chachaschay

<http://www.youtube.com/watch?v=-TWUo73eVdg&feature=related>

Chachaschay on 'Jammin' TV
program.

http://www.youtube.com/watch?v=qXrGjj_BULM&feature=related



Freddy Ortiz – UCHPA
Quechua speaking rock & blues band.

Albums

Wayrapim
Kaprichpam (1995)

Qauka Kausay
(1994)

Qukman Muskiy
(2000)

Lo Mejor De
Uchpa (2005)

Concierto (2006)

Ideas for lessons plans to teachers:

Levels K-12th : Pio Pio

<http://youtube.com/watch?v=XkAsFPnCs-I>

Requinto bailable in 3D

<http://www.youtube.com/watch?v=sidXi2xlv74&feature=related>



Ideas for lessons plans to teachers:

- **Key words Quechua- Runa Simi words: Quipu, Inti, Q'uyllur, Pacha, Cocha, names of people in Quechua (see list.)**
- **Historical Characters: Incas: Manco Capac, Atahualpa, Pachacutec, Tupac Amaru II. Guamán Poma, Santa Cruz Pachacuti, Women: Mama Ocllo, Cusi Q'uyllur, Micaela Bastidas.**
- **Food + Animals: Llama, Vicuña, Alpaca, Condor, Papa, Quinoa, Chicha, Maca, Oca Cancha.**

Documentary on Bilingual Education programs in Andahuaylas: Gavina Córdova, Belisario Sánchez.

Click --

<http://www.youtube.com/watch?v=LbGn8oNayP4>

- **Documentary 'Zorros de Arriba' made under auspices of Ford Foundation & Foro Educativo. This documentary examines the complexities of bilingual Quechua indigenous teachers & students working and attending bilingual education schools in rural Andahuaylas, Peru. It showcases the work and world of bilingual educators Gavina Cordova & Belisario Sanchez. With English subtitles.**







Pukllay

- Photography by:
- Belisario Sanchez Rojas, bilingual educator from Andahuaylas . Born in the community of Argama district of Pacucha, Apurimac region.
- His work as an educator is dedicated to preserving & promoting the mother language and culture of his people: the Chanka nation.





Such a huge part of every culture is linguistically expressed that it is not wrong to say that most ethno cultural behaviours would be impossible without their expression via the particular language with which these behaviours have been traditionally associated.

Joshua A. Fishman (2000) **Can threatened languages be saved?** (p.3)
Multilingual Matters.



Photo by Pilar Oliveras (Reuters)

The Hidden Truth

<http://www.youtube.com/watch?v=qQmWkvosfpU>

Education (in content and in practice), the legal system (its abstract prohibitions and concrete enforcements), religious beliefs and observances, the self-govern-mental operations, the literature (spoken and/or written), the philosophy of morals and ethics, the medical code of illnesses and diseases, greetings ... establishment of friendship ... are not only linguistically expressed but they are normally enacted, at any given time, via the specific language with which these activities grew up, have been identified and have been generationally associated.

Joshua A. Fishman (2000) **Can threatened languages be saved?** (p.3)
Multilingual Matters.



Photo by Ciencia y Docencia

Specific languages are related to specific cultures and to their attendant cultural identities at the level of doing, at the level of knowing and at the level of being.

Joshua A. Fishman (2000) **Can threatened languages be saved?** (p.3) Multilingual Matters.



General information: Quechua & Aymara languages.

- RUNASIMIKUCHU (Cyberquechua) <http://runasimi-kuchu.com/>
- Cyberaymara <http://www.ilcanet.org/ciberaymara/>
- Red Científica Peruana <http://www.yachay.com.pe/especiales/quechua/>
- RUNASIMINET PUCP http://www.pucp.edu.pe/facultad/ciencias_sociales/curso/quechua/
- Runasimipi <http://www.runasimi.de/llaqtaki.htm>
- Multimedia Quechua <http://www.humnet.ucla.edu/humnet/AL/CLRL/media.html>
- AYMARARYATIQAÑATAKI <http://www.latam.ufl.edu/hardman/aymara/AYMARA.html>
- Quechua Flashcards <http://www.yorku.ca/inpar/language/QuechuaFlashCards.pdf#search=%22Quechua%20Flashcards%22>
- Diccionario Aymara <http://www.katari.org/diccionario/diccionario.php?listletter=aymara&display=18>
- Diccionario LENGUANDINA Quechua-Castellano, Aymara-Castellano <http://www.lenguandina.org/>
- Diccionario Quechua Ancashino <http://www.romanistik.uni-mainz.de/quechua/>
- Añaskitu:wawakuna ñawinankupaq <http://www.cenda.org/anaskitu/anaskitu51.htm>
- Runasimipi Llaqta Takikuna <http://www.runasimi.de/llaqtaki.htm>
- Materiales para el estudio del Quechua <http://www3.uji.es/~ruiz/typol/quechua.htm>
- Nociones básicas de la lengua Aymara. http://www.aymara.org/biblio/diccio_tarapaca.pdf#search=%22Cursos%20de%20Aymara%22
- The consortium of Language & Teaching <http://www.languageconsortium.org/taxonomy/term/91>
- Quechua Linguistics http://www.quechua.org.uk/Eng/Main/i_HOME.HTM
- El Quechua en Santiago del Estero <http://www.satlink.com/usuarios/r/rory/main.htm>
- Cursos de Linguística Quechua de la Universidad de Tucumán <http://usuarios.arnet.com.ar/yanasu/cursos-ADILQ.htm>
- Quechua Language Courses at Centro TINKU http://www.centrotinku.com/index.php?option=com_content&view=article&id=56&Itemid=64
- Information about STILLA http://education.indiana.edu/news_detail/tabid/10308/Default.aspx?xmid=199
- Curso de Quechua UCLA <http://quechua.ucla.edu/media.htm>
- Curso Quechua <http://www.runasimipi.org/index-en.php>
- Curso Universita Castello <http://www3.uji.es/~ruiz/typol/quechua.htm>
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- Universidad UCLA <http://www.languageconsortium.org/taxonomy/term/91>
- Quechua T Notredame <http://romancelanguages.nd.edu/undergraduate/spanish/quechuacourses.shtml>
- Quechua en la Universidad de Texas <http://www.utexas.edu/student/registrar/catalogs/grad05-07/ch4/la/las.crs.html>
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Central author to my work: Partial list of Dr. Joshua Fishman's publications & articles.

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