Quechua language II
Emergent Literacy practices the Andean World

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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 lifetime.
- 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.
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.”
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

Juan Santa Cruz Pachacutí Yamqui Salcamaygua
Pachacuti Yamqui's *Relación de antiguedades 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 Betelguese, 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 ñauraycunañañawin," 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.
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 *Ccucichachac 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
"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
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.


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=qXrgij_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=sidXj2xlv74&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.)


- Food + Animals: Llama, Vicuña, Alpaca, Condor, Papa, Quinua, Chicha, Maca, Oca Cancha.
Documentary on Bilingual Education programs in Andahuaylas: Gavina Córdova, Belisario Sánchez.

Click --
http://www.youtube.com/watch?v=LbGn80NayP4

- 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.

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.

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.

General information: Quechua & Aymara languages.

- **RUNASIMIKUCHU (Cyberquechua)** [http://runasimi-kuchu.com/](http://runasimi-kuchu.com/)
- Runasimipi [http://www.runasimi.de/llaqtaki.htm](http://www.runasimi.de/llaqtaki.htm)
- Multimedia Quechua [http://www.humnet.ucla.edu/humnet/AL/CLRL/media.html](http://www.humnet.ucla.edu/humnet/AL/CLRL/media.html)
- **AYMARARYATIQANATAKI** [http://www.latam.ufl.edu/hardman/aymara/AYMARA.html](http://www.latam.ufl.edu/hardman/aymara/AYMARA.html)
- Quechua Flashcards [http://www.yorku.ca/inpar/language/QuechuaflashCards.pdf#search=%22Quechua%20Flashcards%22](http://www.yorku.ca/inpar/language/QuechuaflashCards.pdf#search=%22Quechua%20Flashcards%22)
- Diccionario Quechua Ancashino [http://www.romanistik.uni-mainz.de/quechua/](http://www.romanistik.uni-mainz.de/quechua/)
- Ñaskitu:wawakuna ñawinankupaq [http://www.cenda.org/anaskitu/anaskitu51.htm](http://www.cenda.org/anaskitu/anaskitu51.htm)
- Runasimipi Llaqtata Takikuna [http://www.runasimi.de/llaqtaki.htm](http://www.runasimi.de/llaqtaki.htm)
- Materiales para el estudio del Quechua [http://www3.uji.es/~ruiz/typol/quechua.htm](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](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](http://www.languageconsortium.org/taxonomy/term/91)
- Quechua Linguistics [http://www.quechua.org.uk/Eng/Main/i_HOME.HTM](http://www.quechua.org.uk/Eng/Main/i_HOME.HTM)
- **Quechua Language Courses at Centro TINKU** [http://www.centrotinku.com/index.php?option=com_content&view=article&id=56&Itemid=64](http://www.centrotinku.com/index.php?option=com_content&view=article&id=56&Itemid=64)
- Curso de Quechua UCLA [http://quechua.ucla.edu/media.htm](http://quechua.ucla.edu/media.htm)
- Curso Universita Castello [http://www3.uji.es/~ruiz/typol/quechua.htm](http://www3.uji.es/~ruiz/typol/quechua.htm)
- Universidad UCLA [http://www.languageconsortium.org/taxonomy/term/91](http://www.languageconsortium.org/taxonomy/term/91)
- Quechua T Notre Dame [http://romancelanguages.nd.edu/undergraduate/spanish/quechuacourses.shtml](http://romancelanguages.nd.edu/undergraduate/spanish/quechuacourses.shtml)
- Quechua informacion y recursos pedagogicos – Clases de Quechua en la Universidad de Cornell [http://www.andes.org/resource.html](http://www.andes.org/resource.html)
- Quechua en la Universidad de Leyden en [Quechua at Leiden University](http://www.andes.org/resource.html)
Central author to my work: Partial list of Dr. Joshua Fishman’s publications & articles.

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- Rodriguez-Chang, R. “Sobre los cronistas indígenas del Perú y los comienzos de una escritura hispanoamericana” (Estudio) *RI XLVIII/120-121* *(julio-diciembre 1982)*: 533- 548
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