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Intensive Language Study: Quechua / Runasimi

QUEC-1003 (3 credits)

Peru: Indigenous Peoples and Globalization

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course description

This is an intensive language course of a theoretical-practical nature, and its purpose is that the student approaches the use of the Quechua language within the social sphere. This subject is considered important for fostering an understanding of the concepts within Andean worldview and for facilitating acceptance and immersion among Quechua speaking populations in Peru.

Course objectives

The course has the main purpose of providing the student with the basic building blocks of Quechua in order to facilitate immersion in the cultural and social environment of the Peruvian Andes through basic communication and showing an appreciation for indigenous language. The course aims to bring students to the 'Novice High' ACTFL Level, or A1 CEFR level.

Student Learning Outcomes

By the end of the course, the student will able to:

- *Speak and understand* Quechua in basic everyday experiences and activities: Greeting, farewell, asking, describing, family and community activities.
- *Discuss* current cultural activities of the time such as festivals, the agricultural cycle, etc.
- *Analyze* with a cultural and historical perspectives cultural products of the area: stories, customs, song.

Prerequesites

All classes will be taught in Spanish as it is the language spoken by the teachers in Cuzco. Students must therefore have at least two semesters of college level Spanish in order to undertake this course.

Methodology

Classes will be taught on-site in Cuzco, with students participating in small-group activities, discussion groups, language games as well as traditional exercises and tasks. Non class-based activities will consist of required conversation practice with homestay families, assignments within

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the city interacting with the Quechua speaking population, as well as full language immersion during the 5 day rural family homestay on Taquile Island in Lake Titicaca.

Organization of the course:
The course is made up of 45 class hours, divided into 10 face-to-face classes combined with 15 hours learning on the academic trip to Taquile Island which will include set assignements. Additionally, the course consists of 90 hours of non-class based learning through immersive homestay family conversation practice, Cuzco city based assignmemts and family and community activities whilst on Taquile Island.

Course content
• Pronouns
• Present Simple, Past Simple, Past Continuous
• Adverb of place
• Possessives
• Adjectives
• Interrogatives: -CHU, PI, MAY, Imayna, Hayk'a
• Verb KAY/KASHAY (are/is)
• Suffixes:
• Locative –P.
• Ablative –MANTA
• Pluralizer –KUNA
• Genitive –q / pa

Evaluation criteria

Participation	10%
Assignments	10%
Oral Exam	40%
Written Exam	40%

Participation
This criterion considers the attendance and punctuality of the student. The student must always arrive before class and any absence must be communicated in advance. In this case, it is the student's responsibility to communicate with their classmates to find out what was taught in class and what assignments were set, and have them ready for the next class.

Assignments
This criterion considers the fulfillment of the assigned tasks in an appropriate way according to the teacher's criteria and completed before the class. Homework grades are not recorded.

Final Oral Exam
The student will present their Taquile host family, describe their daily life and describe their own childhood.

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Final Written Exam
This exam will assess components of grammar, vocabulary, and descriptive skills.

Rating scale
The grades reflect the student's interest and effort in improving their performance according to their abilities and characteristics.

	%	DESCRIPTION
A	94 – 100	Exceptional performance; balance between academic, attitud and sociocultural learning achievements.
A-	90 – 93	
B+	87 – 89	Methodical and hard work; includes solid foundations to kee moving forward.
B	84 – 86	
B-	80 – 83	
C+	77 – 79	The result meets the requirements, but requires further study.
C	74 – 76	
C-	70 – 73	
D+	67 – 69	The work reflects deficiencies and errors that have not bee corrected despite the exercises and indications.
D	64 – 66	
F	< 64	

Bibliography

Cusihuamán, Antonio (1976): *Gramática quechua: Cuzco-Coll.* Ministerio de Educación e Instituto de Estudios Peruanos. Lima.

Godenzi, Juan C. y JanettVengoa (1994): *Runasimimantayuyaychakusun. Manual de Lingüística quechua para bilingües.*Centro Bartolomé de las Casas. Cusco.

SIT Policies and Resources

Please refer to the SIT Study Abroad Handbook and the Policies section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as Library resources and research support, Disability Services, Counseling Services, Title IX information, and Equity, Diversity, and Inclusion resources.

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Course Schedule and Content

	Week / Unit	Objective	Class Content	Hours	Non-Class Content	Hours
IN CUZCO	**1**	Greeting others and presenting yourself.	Greetings and introductory phrases Pronouns, the verb Kay/Kashay The Present Simple + Present Continuous Family + Occupational vocabulary	15	Conversation and grammar practice with family Exercises to practice basic present tense structures Quechua history and current context with family	30
	2	Describing, presenting and asking questions about family	Principal suffixes Interrogatives May and -chu Possessive suffixes, the ownership genitive The Past Simple and Past Continuous	9	Videos about Andean family structure and roles Market visits, practice buying Family and daily life descriptions and conversation Videos about life in Taquile	15
	3.1	Listening, pronunciation, fluidity community	**Rural Homestay:** ***investigate + learn*** Numbers and Colors Andean lifestyle vocabulary: Weaving, agriculture, *ayni* Using the Past tense	15	Describe your daily activities on the island. Investigate concept of '*ayni'* Research Andean dream interpretations and describe a dream using the past tense	35
	3.2	Using Quechua with confidence	**Cuzco:** Consolidate, verify and practice new grammar and vocabulary learned **Final exam**	6	City and family activities to verify progress Exam: Present your Taquile family, describe their daily life as well as yours on the island.	10
			TOTAL CLASS HOURS:	**45**	**TOTAL NON-CLASS HOURS:**	**90**

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.*

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