

Languages in Contact: Spanish, Quichua, and Other Languages in Ecuador

LACB 3000 (3 Credits)

Ecuador: Development, Politics, and Languages

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

In the second seminar, students combine theory and practice to study Ecuador's languages in three different manners. First, from a cultural and linguistic standpoint, students learn about the encounter between Spanish and Ecuador's indigenous languages. They ask what makes Ecuador's Spanish Ecuadorian, examining the influence of different populations, time periods, and events. They then consider Quichua in depth, examining the politics of bilingual education, questions surrounding intellectual production and translation, and the use of Quichua in different settings. Students also examine the growing concern for other indigenous languages beyond Quichua which often find themselves in danger of extinction. Finally, all students participate in a basic workshop of introductory lessons in Quichua to finish out this experience.

Learning Outcomes

By the end of the seminar, students will be able to:

- Critically analyze the effects of history on language, providing specific examples from the Ecuadorian context as well as referencing current influences of change.
- Critically analyze the state of indigenous languages in Ecuador today, from a sociocultural and political perspective, citing examples from different areas such as education, publishing/translating, class relationships, etc.
- Assess how Quichua has fared compared to other indigenous languages in Ecuador, including those labeled as "at risk" for extinction.
- Demonstrate basic conversational ability (simple questions, statements, polite greetings, etc.) in Quichua.
- Articulate what makes Ecuadorian Spanish notably Andean and Ecuadorian and discuss differences within Ecuadorian Spanish that are related to region, ethnicity, class, and other factors.

Language of Instruction

This course is taught in Spanish although students will gain significant exposure to Quichua and, to a lesser extent, other indigenous languages as possible.

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of *a concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Readings

Please note that not all readings will be referred to directly in class. The readings are meant to provide background and/or supplemental and contextual support for the main lines of discussion in the seminar.

Course Schedule

**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.*

Module 1: Colonialism, contact, language: Spain and indigenous languages

In this first module, students consider the tremendous importance of language in the Conquest of the New World, focusing on both Latin American in general and Ecuador specifically.

1. Indigenous populations, languages, worldviews: Latin America and Ecuador before the Conquest
2. Conquest and the Colonial Era: early interactions between Spanish and the New World's indigenous languages.

Excursions/Visits:

In Quito: *Academia Ecuatoriana de la Lengua, Instituto Científico de Culturas Indígenas and Pluriversidad Amawtay Wasi.*

Readings:

- Gómez Rendón, Jorge (2010) *El patrimonio lingüístico del Ecuador*. Quito: Revista INPC.
- Moya, Ruth. (1981). *El quichua en el español de Quito*. Otavalo: Instituto Otavaleño de Antropología.

Assignment:

Coloniality Paper: Analyze the encounter between Spanish and native languages in Ecuador. How did the Conquest and the following Colonial period set up interethnic relations in Ecuador? What was the political and social significance of language (Spanish, Quichua and other indigenous languages) in these periods? How was language manipulated, appropriated, used to dominate and to resist?

Module 2: Ecuadorian Spanish today

In this module, students examine how Ecuadorian Spanish has developed over the course of history as it encountered indigenous languages and as the country developed? What makes Ecuadorian Spanish unique, recognizable, and different than Peruvian, Mexican or Peninsular Spanish?

1. Overview of Ecuadorian Spanish: indigenous influences (Quichua and others), colonial archaisms.
2. Influences from *Montubio*, Afro-Ecuadorian cultures, histories, and identities. Key linguistic and symbolic representations.
3. Globalization, migration and the incorporation of English terms into Spanish.

Excursion/Visit:

Los Chillos Homestay: Offers students a Spanish language context outside the city.

Guayaquil: Exposure to *Montubio* and Afro-Ecuadorian linguistic and symbolic representations.

Readings:

- Dávalos, P. (Ed.). (2001). *Yuyarinakuy: Una minga de ideas*. Quito: Ediciones Abya Yala.
- De la Cadena, M. (2006). *¿Son los mestizos híbridos? Las políticas conceptuales de las identidades andinas*. Bogotá: Pontificia Universidad Javeriana.
- Guerrero Arias, P. (2004). *Usurpación simbólica, identidad y poder*. Quito: Universidad Andina Simón Bolívar, Abya-Yala, Corporación Editora Nacional.

Assignment:

Interculturalism Paper: Discuss the feasibility of an intercultural paradigm in Ecuador and the role that language would necessarily play within this. How does language intermix with interethnic relations, politics, and the possibility of a nation embracing diversity while simultaneously forging a sense of shared identity?

Module 3: Quichua and other indigenous languages today

1. Quichua in rural and urban settings.
2. Quichua and Shuar as official languages for intercultural relations in Ecuador.
3. Indigenous languages in danger of extinction: the Zápara case.
4. Indigenous languages in the intellectual world. Instituto Científico de Culturas Indígenas and Amawtay Wasi – Pluriversidad Intercultural de las Nacionalidades y Pueblos Indígenas.
5. Reclaiming history and identity through educational reform and bilingual intercultural curriculum
6. Quichua Pop Culture. Rock, rap, reggae, and fusion. Short films, news, and radio shows in the urban context.

Quichua Workshop (5 two-hour long sessions)

Introduction to basic conversational Quichua. Greetings. Simple vocabulary. Terms of respect. Common phrases and questions.

Excursions/Visits:

- Visit to Otavalo, Imbabura (Northern Andean Province): community-based bilingual intercultural education initiatives, indigenous political formation programs, indigenous scholarship, and governance.
- Visit to other Quichua-speaking towns and villages including Tsarsayaku, Tsawata, Arahunu, and Amasanka in Napo and Pastaza (Eastern Lowland Provinces): Located in the Amazon Basin region, these provinces support the last remnants of primary rain forest in the area. Students participate in activities, exercises, and discussion groups centered on ecology,

indigenous nationalities, interethnic relations, oil industry, entrepreneurship, and development initiatives, in addition to Quichua political and social organization, language, belief and value systems. Students conduct their village study and rural stay in different Quichua communities. This practice fieldwork exercise allows students to extract valuable lessons applicable to their Independent Study Projects.

- Visits to Zápara and Shuar speaking indigenous groups in Puyu (Pastaza Province).

Readings:

- Almeida, I. (1999). *Historia del pueblo Kechwa*. Quito: Abrapalabra Editores.
- Almeida, I. (1991). *Léxico mínimo, Kichwa-Español*. Editorial Abya-Yala: Quito
- Almeida, I. & Haidar, J. (2012). *Semiótica de la cultura Quechua. Modelo mitopoético y la lógica de lo concreto*. Quito: Casa de la Cultura Ecuatoriana.
- Bilhaut, A. G. (2011). *El sueño de los záparas: Patrimonio onírico de un pueblo de la Alta Amazonía*. Quito: Ediciones Abya Yala.
- Lajo, Javier. (2005). *Qhapac Ñan: La ruta Inka de la sabiduría*. Lima: Amaro Runa Editores Amazonía. Quito: Ediciones Abya Yala.
- Mújica, C., & Goldáraz, J. M. (2010). *Aprendamos Kichwa: Gramática y vocabulario napeño*. Quito: Editorial Ecuador.

Assignments:

- Quichua or Amazonian Cosmological Map: Draw a cosmological map using Quichua terms for realms, deities and attributes.
- Quichua Workshop Exam: Short answer questions, basic grammar, conjugations, and vocabulary.

Evaluation and Grading Criteria

Short assignments, lectures, community activities, and excursions will be included across the course.

Assessment:

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|------------------------|-----|
| Coloniality Paper | 30% |
| Interculturalism Paper | 30% |
| Quichua Workshop | 30% |
| Participation | 10% |

Grading Scale

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| 94-100% | A |
| 90-93% | A- |
| 87-89% | B+ |
| 84-86% | B |
| 80-83% | B- |
| 77-79% | C+ |
| 74-76% | C |
| 70-73% | C- |
| 67-69% | D+ |
| 64-66% | D |
| Below 64 | F |

Expectations and Policies

- Assignments: Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence.
- Excursions: The objective of the educational excursions is to learn from experience. Many of the visits will be to underprivileged areas, challenging students to understand how historical oppression and public policies affect the lives of peoples today.
- Readings: Students are responsible for all of the required readings, and should be prepared to bring them to bear in class. The readings will help place the classes in context, engage lecturers, generate questions for class discussions, and deepen student knowledge of particular issues discussed in class.

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.