

ILCLA

2021

THIRD INTERNATIONAL SYMPOSIUM
ON INDIGENOUS LANGUAGES AND
CULTURES OF LATIN AMERICA

March 19–20 and 26–27, 2021



UNIVERSITY OF
GEORGIA



THIRD INTERNATIONAL SYMPOSIUM ON INDIGENOUS LANGUAGES AND CULTURES OF LATIN AMERICA (ILCLA)

*MARCH 19-20 AND 26-27, 2021
LATIN AMERICAN AND CARIBBEAN STUDIES INSTITUTE
THE UNIVERSITY OF GEORGIA
ATHENS, GEORGIA, USA*

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WELCOME

The **Third International Symposium on Indigenous Languages and Cultures of Latin America (ILCLA)** brings together indigenous leaders, instructors, scholars, and community activists from around the world for a virtual forum on the indigenous languages and cultures of Latin America and the Caribbean. The Symposium enables professionals in education, language policy, linguistics, literature, cultural studies, anthropology, and other disciplines to exchange ideas, experiences, and research on methodological, theoretical, pedagogical, and practical considerations from an interdisciplinary perspective. Most importantly, the conference contributes to the teaching, learning, dissemination, preservation, study, and advancement of indigenous languages and cultures of the region.

El tercer **Simposio Internacional de Lenguas y Culturas Indígenas de América Latina (ILCLA)** convoca a dirigentes indígenas, profesores, investigadores, y activistas sociales de todo el mundo para este encuentro virtual sobre las lenguas y culturas indígenas de América Latina y el Caribe. El Simposio permite el intercambio de ideas, experiencias, e investigaciones sobre aspectos metodológicos, teóricos, pedagógicos, y prácticos en un marco interdisciplinario entre educadores, planificadores, literatura, críticos culturales, antropólogos, y especialistas en otras disciplinas. Más importante aún, el simposio contribuye a difundir la enseñanza y el aprendizaje, la diseminación y la preservación, el estudio, y el desarrollo de las lenguas y culturas indígenas de la región.

O terceiro **Simpósio Internacional de Línguas e Culturas Indígenas da América Latina (ILCLA)** reúne dirigentes indígenas, professores, pesquisadores e ativistas sociais para este encontro virtual sobre línguas e culturas indígenas da América Latina e o Caribe. O Simpósio permite a educadores, organizadores, críticos culturais, etnomusicólogos, antropólogos, profissionais de informática e especialistas em outras disciplinas intercambiar idéias, experiências e pesquisas sobre aspetos metodológicos, teóricos, pedagógicos e práticos sobre uma perspectiva interdisciplinar. Mais importante ainda, o simpósio contribui para difundir o ensino e a aprendizagem; a disseminação e a preservação; o estudo e o desenvolvimento das línguas e culturas indígenas da região.



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SCHEDULE OVERVIEW

*All times listed below are Eastern Standard Time (US)

<i>FRIDAY, MARCH 19, 2021</i>	
9:00am-10:30am	Opening Remarks and Keynote Address: Pilar Chamorro Fernández and Fábio Bonfim Duarte
11:00am-12:30pm	Session 1
12:30pm-2:00pm	Lunch Break
2:00pm-4:00pm	Session 2
<i>SATURDAY, MARCH 20, 2021</i>	
9:00am-10:30am	Session 3
11:00am-12:30pm	Session 4
12:30pm-2:00pm	Lunch Break
2:00pm-4:00pm	Session 5
<i>FRIDAY, MARCH 26, 2021</i>	
9:00am-10:30am	Keynote Address: Peter Rohloff
11:00am-12:30pm	Session 6
12:30pm-2:00pm	Lunch Break
2:00pm-4:00pm	Session 7
<i>SATURDAY, MARCH 27, 2021</i>	
11:00am-12:30pm	Session 8
12:30pm-2:00pm	Lunch Break
2:00pm-4:00pm	Session 9

GENERAL INFORMATION

SYMPOSIUM INFORMATION

Symposium dates: March 19-20 and 26-27, 2021

Host institution: The University of Georgia's Latin American and Caribbean Studies Institute

Location: Virtual via Zoom

Conference email: ugailcla2021@gmail.com

Registration cost: Due to the virtual format, registration for the Symposium is free for all presenters and participants

Time zone: All times listed in the program are Eastern Standard Time (US)

SYMPOSIUM WEBSITE

More information about the symposium and the University of Georgia's Latin American and Caribbean Studies Institute can be found at the ILCLA 2021 website:

<https://lacs.franklin.uga.edu/third-international-symposium-indigenous-languages-and-cultures-latin-america>

ZOOM INFORMATION

The ILCLA 2021 Symposium will occur virtually through the Zoom video webinar application. Registration and attendance procedures will be emailed to all presenters and attendees the week of the symposium. After each Session, panelists and attendees are welcome to stay in their Breakout Room to network and converse.

ORGANIZING COMMITTEE

Derek Bentley, University of Georgia

Tim Gupton, University of Georgia

Chad Howe, University of Georgia

Louisiana Lightsey, University of Georgia (Graduate Assistant)

Erin Hannahan, University of Georgia (Undergraduate Assistant)

CONTACT INFORMATION

If you have any questions or concerns, please contact us at:
ugailcla2021@gmail.com (or Derek Bentley at dbent@uga.edu)

FRIDAY, MARCH 19: OPENING REMARKS AND KEYNOTE ADDRESS

9:00AM-10:30AM

“Documenting and revitalizing endangered languages: The significance of Indigenous methodologies and linguistic research”



Pilar Chamorro Fernández, PhD

Associate Professor of Linguistics and Portuguese
University of Georgia
chamorro@uga.edu



Fábio Bonfim Duarte, PhD

Associate Professor of Linguistics
Federal University of Minas Gerais
fbonfim@terra.com.br

ABSTRACT

Why do we care about documenting and revitalizing endangered languages? Languages are a fundamental part of our identity: we use them to convey our innermost self and to express and transmit our cultures and their values. When the language of a community is superseded by the language of a more powerful group, their knowledge tends to be lost and replaced with the cultural values and habits of the other group, rather than being refashioned in the new language.

Based on our own experience collaborating with the Guajajara communities in Brazil, this presentation has two goals: The first goal is to discuss and reflect on collaborative work with Indigenous communities by bringing to the forefront the importance of Indigenous methodologies, which center on

the participants and the communities. Sustained collaborative work with the Guajajára, where Indigenous and non-Indigenous researchers all see themselves as community members, has proven fruitful in documenting and revitalizing their language.

The second goal is to share our findings from fieldwork on the typology of evidentiality in Guajajára (Maranhão, Tupi-Guarani). Evidential expressions allow individuals convey the source of the information that is communicated. Guajajára has a complex temporal-evidential system. Evidentiality can be encoded alone or fused with tense by means of portmanteau morphemes. We have identified three evidential categories in Guajajára: (i) firsthand/direct evidence, (ii) experiential/performed, and (iii) reportative. If the information is directly acquired either sensorially or experienced/performed, speakers use a set of portmanteau markers that make temporal remoteness distinctions. Reported events from a remote past are morphologically distinguished from reported events without temporal information.

Evidentiality is a particularly interesting phenomenon because it opens a window to world views: evidential systems reflect on community ideologies about language, knowledge, and sociality. Furthermore, the study of evidentiality underscores the importance of cross-linguistic research, the collaboration between fields like linguistic anthropology, language typology, and semantics, to name just a few.

SPEAKER BIOS

Pilar Chamorro is an Assistant Professor in the Department of Linguistics and the Department of Romance Languages at the University of Georgia. Her main areas of specialization are semantics and pragmatics. Within these fields, she is interested in cross-linguistic variation of form-meaning mappings. Her research explores temporal and aspectual reference, evidentiality, the mass/count distinction, plurality, quantification and polarity phenomena, focusing on Tentehar/Guajajára (Tupi-Guarani), Spanish, Portuguese, Galician (Romance), and Malayalam (Dravidian).

Fábio Bonfim Duarte is a Professor in the Department of Linguistics at the Universidade Federal de Minas Gerais. He has been collaborating and conducting field work with the Tentehar People since 2005. He has published both pedagogical and theoretical books and several articles on the syntax of the Tentehar language. His main research focuses on topics regarding word order, ergativity, differential object marking, the inverse system and argument structure.



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FRIDAY, MARCH 19: SESSION 1

SESSION 1: 11:00AM-12:30PM

PANEL 1: Roundtable

Zoom
Breakout Room
#1

“Acostumbrados a la distancia y a la pantalla: Pre-pandemic programming collaborations, pandemic responses for summer and academic year language programs, and ideas para el futuro”

Patrick Cheney, University of Utah, patrick.cheney@utah.edu

Beatriz Riefkohl Muñiz, University of North Carolina at Chapel Hill, riefkohl@email.unc.edu

Alberto Vargas, University of Wisconsin-Madison, avargasp@wisc.edu

Hannah Palmer, Tulane University, hpalmer@tulane.edu

Molly Aufdermauer, Stanford University, mollyauf@stanford.edu

PANEL 2: Oral Presentations

Zoom
Breakout Room
#2

“O Protagonismo do Movimento Indígena na Afirmação do Direito a uma Educação Superior Indígena Intercultural, Multilíngue e Diferenciada: Um Estudo de Caso na Amazônia Brasileira”

Priscilla C. Rodrigues, Federal University of Roraima, priscilla.cardoso@ufr.br

“Maya Mam language and culture revitalization in a diaspora community”

Christina Mendez, University of California, Berkeley, csmendez@berkeley.edu

Henry Sales, Oakland Unified School District, henrygra7@gmail.com

Tessa Scott, University of California, Berkeley, tessa_scott@berkeley.edu

“Balancing Act: Southern Quechua Linguistic Commonalities vs. Regional Differences in Language Instruction”

Carlos Molina-Vital, University of Illinois, Urbana-Champaign, crm5@illinois.edu

Marilyn Manley, Rowan University, manley@rowan.edu

PANEL 3: Oral Presentations

Zoom
Breakout Room
#3

“Contacto lingüístico e historia de los ñahñus”

Ewald Hekking, University of Queretaro, ewaldhekking@yahoo.com

“Flores sagradas de los otomíes: huella lingüística de la historia de un pueblo ancestral”

Roberto Aurelio Núñez López, University of Queretaro, aurelio.nunez@uaq.edu.mx

“Indigenous bilingualism and language contact: an acoustic description of the Hñahño vowel system”

Stanislav Mulík, Universidad Autónoma de Querétaro, stanmulik@gmail.com

Mark Amengual, University of California, Santa Cruz, amengual@ucsc.edu

Lunch 12:30pm-2:00pm

FRIDAY, MARCH 19: SESSION 2

SESSION 2: 2:00PM-4:00PM

PANEL 1:
Applied
Methods
Workshop

Zoom
Breakout Room
#1

“Pukllay Pampa: métodos aplicados en la práctica del proyecto K’acha Willaykuna”

"REVITALIZACIÓN DEL QUECHUA BASADO EN LA DESIGNACIÓN DE NOMBRES EN ESPACIOS Y PRODUCTOS"

Elvia Andia Grágeda, The Ohio State University, andiagrageda.1@osu.edu

"EL RINCÓN DE LA MÚSICA: MÉTODO DE ENSEÑANZA SOBRE LA CULTURA Y LA LENGUA QUECHUA POR MEDIO DE LA MÚSICA ANDINA"

Michelle Wibbelsman, The Ohio State University, wibbelsman.1@osu.edu

"LA PUKLLAY PAMPA DE LA JUSTICIA EPISTÉMICA: NUESTRAS HISTORIAS COMO UNA CEREMONIA LIBERADORA"

Daniel Bryan, Fundación Pachaysana, daniel@pachaysana.org

Chelsea Viteri, Fundación Pachaysana, chelsea@pachaysana.org

"INMERSIÓN EN LOS SONIDOS Y COLORES DE LA LENGUA KICHWA"

Ana Cachimuel, Centro Intercultural Comunitario Yawar Wauki, anacachimuel4@gmail.com

Ati Cachimuel, Centro Intercultural Comunitario Yawar Wauki, ati.amaru@gmail.com

Oscar Betancourt, Centro Intercultural Comunitario Yawar Wauki, oscar.s.betancourt@gmail.com

PANEL 2:
Panel

Zoom
Breakout Room
#2

“Las lenguas indígenas en la documentación colonial de América Latina (siglos XVI-XIX)”

"PALABRAS Y CONCEPTOS GUARANÍES EN LOS DOCUMENTOS PARA UNA ETNOHISTORIA DE LOS PRIMEROS TIEMPOS DE LA COLONIA DEL PARAGUAY"

Guillaume Candela, Aberystwyth University, guillaume.candela.gc@gmail.com

"EL USO OFICIAL DEL GUARANÍ EN PARAGUAY A MEDIADOS DEL SIGLO XIX"

Ignacio Telesca, Universidad Nacional de Formosa-CONICET, itelesca@hotmail.com

"CARTAS “DE QUARTEL” EM TUPI DE LIDERANÇAS POTIGUARA (1645): UMA INCURSÃO INTERDISCIPLINAR ENTRE LINGUÍSTICA E HISTORIOGRAFIA"

Candida Barros, Museu Goeldi, mcandida.barros@gmail.com

Ruth Monserrat, Universidade Federal do Rio de Janeiro, ruth.monserrat@gmail.com

Bruno Miranda, Universidade Federal Rural de Pernambuco, brunorfmiranda@gmail.com

"CARTA-RELACIÓN DE LAS MISIONES DE GUARANÍES O TAPES DE LA PROVINCIA DEL PARAGUAY"

Antonio Ruiz Castellanos, Universidad de Cadiz, antonio.ruizcastellanos@uca.es

“A DIVERSIDADE DAS LÍNGUAS DOS POVOS INDÍGENAS NO SERTÃO DA BAHIA NO SÉCULO XVII”

Lilian Teixeira de Sousa, Universidade Federal Salvador do Bahia, liliantsousa@gmail.com

“CARTOGRAFIAS, JESUITAS Y LENGUAS. RIO DE LA PLATA Y PARAGUAY SIGLOS XVII-XVIII”

María Laura Salinas, Universidad Nacional del Nordeste-CONICET, mlsalinas@conicet.gov.ar

Fatima Valenzuela, Universidad Nacional del Nordeste, fatima_val@live.com.ar

PANEL 3:
Oral
Presentations

Zoom
Breakout Room
#3

“Quichua used as a commercial tool: when nonspeakers value the language”

Paola Enríquez Duque, The Ohio State University, enriquezduque.1@osu.edu

“The authentication and commodification of language in a touristic and multilingual context: the case of Otavalo, Ecuador”

Christian Puma Ninacuri, UMASS Amherst, cpuma@umass.edu

María Narvaez, UMASS Amherst, mnarvaezburb@umass.edu

Participants are welcome to remain in Breakout Rooms to converse and network

SATURDAY, MARCH 20: SESSION 3

SESSION 3: 9:00AM-10:30AM

PANEL 1: Oral Presentations

Zoom
Breakout Room
#1

“O Nheengatu no rádio:
reflexões sobre valorização
de língua indígena no
programa "A Hora do Xibé"

Veraneize Dos Anjos Alves,
Museu Emílio Goeldi,
veraarapiun@gmail.com

“Apontamentos sobre a
experiência com o tempo e a
memória dos povos
indígenas brasileiros”

Samir Mortada, IFBA,
spmortada@gmail.com

“La validez del video con
las cocineras p´huré que
sirvió como testimonio para
obtener la denominación de
la cocina mexicana
tradicional como patrimonio
de la humanidad”

Brisol García García,
Universidad de Guanajuato,
brillosol@hotmail.com

PANEL 2: Oral Presentations

Zoom
Breakout Room
#2

“Fenómenos extractivos y su impacto en
grupos étnicos: el caso de comunidades
afrodescendientes y pueblos indígenas en el
pacífico colombiano”

Yennesit Palacios Valencia, Tecnológico de
Antioquia Institución Universitaria,
yennesit.palacios@gmail.com

Leonidas Andrés Palacios Valencia, Servicio
Nacional de Aprendizaje,
leonan60@hotmail.com

“Degradación ambiental por minería ilegal en
el chocóbiogeográfico”

Yennesit Palacios Valencia, Tecnológico de
Antioquia Institución Universitaria,
yennesit.palacios@gmail.com

Heryi Carolina Garzón Rivera, Tecnológico de
Antioquia Institución Universitaria,
caro.garzon15@hotmail.com

Naybet Yepes Zapata, Tecnológico de
Antioquia Institución Universitaria,
naybet753@hotmail.com

Participants are welcome to remain in Breakout Rooms to converse and network

SATURDAY, MARCH 20: SESSION 4

SESSION 4: 11:00AM-12:30PM

<p>PANEL 1: Panel</p> <p>Zoom Breakout Room #1</p>	<p><i>“Saint Sebastián/Tañi kalül mongeley weychan mew (My body is resisting): Reflections on Sebastián Calfuqueo Aliste’s 2019 Artist Residency at The Ohio State University”</i></p> <hr/> <p>“INDIGENOUS PRACTICE IN THE FEMINIST CLASSROOM: THE PERFORMANCE PEDAGOGIES OF SEBASTIÁN CALFUQUEO ALISTE” Guisela LaTorre, The Ohio State University, latorre.13@osu.edu</p> <hr/> <p>“FROM THIS DECOLONIALITY? TO POTU FAITAUTUSI: READING GROUPS AND READING ROOMS IN GLOBAL INDIGENOUS ART” Richard Fletcher, The Ohio State University, fletcher.161@osu.edu</p> <hr/> <p>“UNLEARNING LIBRARY COLLECTIONS: LIBRARIANS REFLECT ON THE ARTIST RESIDENCY OF SEBASTIÁN CALFUQUEO ALISTE” Pamela Espinosa de Los Monteros, The Ohio State University, espinosadelosmonteros.1@osu.edu Eric Johnson, The Ohio State University, johnson.4156@osu.edu</p> <hr/> <p>“EL MUSEO MAPUCHE DE CAÑETE, SUS EXPERIENCIAS DESDE LA EXHIBICIÓN Y LA MUSEOLOGÍA CON PIEZAS QUE SE ACTIVAN CON LA COMUNIDAD PRÓXIMA AL MUSEO” Sebastián Calfuqueo Aliste, Independent Researcher, seba.calfuqueo@gmail.com</p> <hr/> <p>“RETHINKING METHODS AND PRACTICES OF OHIO STATE’S ANDEAN AND AMAZONIAN INDIGENOUS ART AND CULTURAL ARTIFACT COLLECTION WITH AND FROM INDIGENOUS EPISTEMOLOGIES” Michelle Wibbelsman, The Ohio State University, wibbelsman.1@osu.edu</p>		
<p>PANEL 2: Oral Presentations</p> <p>Zoom Breakout Room #2</p>	<p>“Decolonizing Andean Historiography: Indigenous Knowledge & Legal Interventions in Colonial Peru” Alcira Dueñas, The Ohio State University, duenas.2@osu.edu</p>	<p>“Estructura de historias sobre experiencias personales en hablantes del otomí de Santiago Mexquititlán” Karola Rico, Universidad Autónoma de Querétaro, jkarolarico@gmail.com</p>	<p>“Contemporary Mexican indigenous movements face to face” Lorena Ojeda-Davila, Universidad Michoacana, lojeda@umich.mx</p>

PANEL 3:
Roundtable

Zoom
Breakout Room
#3

***“La elaboración de un libro digital trilingüe para niños:
Los niños wounaan en sus aventuras con las aves”***

DISEÑANDO UN PRODUCTO CULTURAL TRILINGÜE PARA NIÑOS

Chenier Carpio Opuá, Presidente, Congreso Nacional del Pueblo Wounaan

Novel Carpio Mepaquito, Presidente, Fundación para el Desarrollo del Pueblo Wounaan

ELABORANDO EL CUENTO Y ESCRIBIENDOLO AL ESTILO DEL WOUNAAN MEU HABLADO

Doris Cheucarama Membache and **hap'λλη Rito Ismare Peña** (q.e.p.d.), expertos lingüísticos y culturales, Congreso Nacional del Pueblo Wounaan

TRANSLATING THE TEXT INTO PAINTINGS / TRADUCIENDO EL TEXTO A PINTURAS

Frankie Green, Independent artist

Julie Velásquez, University of Georgia & Smithsonian Tropical Research Institute,
julievr@uga.edu

REDACTANDO EL TEXTO Y LAS PINTURAS

Chindío Ismare Peña and **Dorando Membora Peña**, expertos lingüísticos y culturales, Congreso Nacional del Pueblo Wounaan

Lunch 12:30pm-2:00pm

SATURDAY, MARCH 20: SESSION 5

SESSION 5: 2:00PM-4:00PM

PANEL 1: Roundtable

Zoom
Breakout Room
#1

“Colaboración internacional en la era digital: Reflexiones sobre un programa virtual de lenguas mayas”

Hannah Palmer, Tulane University, hpalmer@tulane.edu

Judith Maxwell, Tulane University, maxwell@tulane.edu

Ambrocía Ixnal Cuma Chávez, Tulane University, ambrociacuma@gmail.com

Cecilia Ixch'Umiiil García Méndez, Fundación Proyecto Lingüístico Franciso Marroquín, ixchumiil1991@hotmail.es

Roberto Young, University of Texas at Austin, roberto_young@utexas.edu

Valerie McGinley, Tulane University, vmcgm@tulane.edu

PANEL 2: Panel

Zoom
Breakout Room
#2

“Qatzij (Nuestra Palabra): Enseñanza y aprendizaje de idiomas y escritura maya en la era digital / Qatzij (Our Word): Teaching and Learning Mayan Languages and Writing in a Digital Era”

LA ESCRITURA MAYA EN COMUNIDADES DE GUATEMALA: UNA FORMA DEL ESTUDIO DEL PASADO

Walter Paz Joj, Independent Researcher, amilkr.pazmail.com

USO DE LAS TECNOLOGÍAS DE INFORMACIÓN Y COMUNICACIÓN (TICS) PARA LA ENSEÑANZA DEL IDIOMA MAYA K'ICHE'

Vianna González, Comunidad Ki'kotemal, gonzalezvianna1@gmail.com

Willy Barrero, Comunidad Ki'kotemal, documigrante@gmail.com

Edvin Quijivix, Comunidad Ki'kotemal, ed-9531@live.com

PA K'U'X: UN PROYECTO DIGITAL PARA LA ENSEÑANZA DEL K'ICHE' Y EL ESTUDIO DE LA LENGUA Y CULTURA

Ignacio Carvajal, University of Kansas, ignaciocarvajal@ku.edu

Manuela Tahay Tzaj, University of Kansas, tahay5981@hotmail.com

Participants are welcome to remain in Breakout Rooms to converse and network

FRIDAY, MARCH 26: KEYNOTE ADDRESS

9:00AM-10:30AM

“Tiqaq'omaj qi':

Experiencias con idiomas mayas y biomedicina en los altiplanos de Guatemala”



Peter Rohloff, MD PhD FAAP

Chief Medical Officer, Wuqu' Kawoq - Maya Health Alliance
Faculty, Division of Global Health Equity, Brigham and Women's Hospital
Faculty, Global Pediatrics, Boston Children's Hospital
Assistant Professor of Medicine, Harvard Medical School
prohloff@bwh.harvard.edu

ABSTRACT

En esta charla hablaré de nuestras experiencias durante los últimos 15 años en la Alianza Maya para la Salud (Wuqu' Kawoq) desarrollando programas biomédicos de alta calidad en idiomas mayas. Usaré el esquema para la planificación y revitalización de idiomas de Hale y Hinton para posicionar nuestro trabajo dentro de la agenda más amplia de la revitalización de los idiomas mayas. Hablaré sobre algunas de las principales lecciones aprendidas, especialmente centrado

en cómo colaborar con hablantes nativos "no expertos en idiomas", y cómo avanzar en una agenda de idiomas mientras se tiene un enfoque institucional primario diferente.

SPEAKER BIO

Dr. Rohloff's research is focused on using dissemination/implementation and quality improvement methodologies to investigate and improve barriers to health care delivery. In addition to their position at Brigham and Women's Hospital, they are the co-founder and Chief Medical Officer for Maya Health Alliance, a primary care organization working with indigenous Maya communities in rural Guatemala. Peter is fluent in Spanish and several indigenous Mayan languages and spends 50% of their time in the field conducting research and mentoring Guatemalan junior clinicians and researchers. Their primary research interests include nonpharmacological behavior change interventions for cardiovascular disease and diabetes; epidemiology of diabetes and chronic kidney disease; determinants of food insecurity and chronic child malnutrition; and family-based interventions to support early child development.



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FRIDAY, MARCH 26: SESSION 6

SESSION 6: 11:00AM-12:30PM

<p>PANEL 1: Panel</p> <p>Zoom Breakout Room #1</p>	<p style="text-align: center;">“Teaching and Research on Ecuadorian Kichwa in a Title VI Collaboration”</p> <hr/> <p>AMAZONIAN KICHWA: OVERVIEW AND LANGUAGE VITALITY Alex Rice, University of Alberta, rice@ualberta.ca</p> <hr/> <p>LEARNING HOW TO LISTEN: AMAZONIAN KICHWA IDEOLOGIES OF SPEECH AND SOCIALIZATION Georgia Ennis, Penn State University, gennis@psu.edu</p> <hr/> <p>SPEAKING QUICHUA/KICHWA AUTHENTICALLY: DILEMMAS FOR IRIS AND ACTFL EVALUATIVE TOOLS Janis Nuckolls, Brigham Young University, janis_nuckolls@byu.edu Tod Swanson, Arizona State University, tod.dillon.swanson@gmail.com</p> <hr/> <p>TEORÍA Y PRÁCTICA DE LA ENSEÑANZA DE LENGUAS MINORIZADAS. EL CASO DE LA ENSEÑANZA DEL KICHWA ECUATORIANO Armando Muyulema, University of Wisconsin–Madison, nayrapacha@yahoo.com</p> <hr/> <p>CASH-VALUE AND MATERIALITY IN KICHWA ORAL NARRATIVE Mary Morales, University of Texas at Austin, mcassiomorales@gmail.com</p>	
<p>PANEL 2: Oral Presentations</p> <p>Zoom Breakout Room #2</p>	<p>“Aspectos da ação indígena nos aldeamentos coloniais das Capitâneas do Norte durante o Brasil Holandês (1633-1654)”</p> <p>Lucas Silva, The Federal Rural University of Pernambuco, lucaslimasht@gmail.com</p>	<p>“Curt Nimuendajú e os Tapajó”</p> <p>Gabriela Galvão Braga Furtado, Museu Paraense Emílio Goeldi, g.galvao22.gg@gmail.com</p>
<p>PANEL 3: Oral Presentations</p> <p>Zoom Breakout Room #3</p>	<p>“La enseñanza de la lengua náhuatl a personal del sector salud; un reto de terminología médica actual”</p> <p>Irla Elida Vargas Del Angel, Centro Estatal de Lenguas y Culturas Indígenas, irlitaelida@yahoo.com.mx</p>	<p>“El baño de los siete días (Chikontis pilkonetsi): tradición y ritual nahua”</p> <p>Yamira Ivone Flores Cabrera, Universidad Pedagógica Nacional-Hidalgo, ivone8@hotmail.com</p>

Lunch Break 12:30pm-2:00pm

FRIDAY, MARCH 26: SESSION 7

SESSION 7: 2:00PM-4:00PM

PANEL 1: Roundtable

Zoom
Breakout Room
#1

“Eta’mab’al on Na’oj, Epistemología y Pedagogía: Buscando formas de enseñar, revitalizar y mantener el idioma de “herencia” entre la diáspora K’iche’-Maya en Estados Unidos”

Malcolm Miguel Botto Hortal, Brigham Young University, malcolm_botto@byu.edu

Julio Alonzo Xocol Tzep, Ensign College, julioxocol25@gmail.com

Astrid Zussett Urizar Botto, Association Montessori Internationale, azussettuf@gmail.com

PANEL 3: Panel

Zoom
Breakout Room
#3

“The Florentine Codex Initiative”

INTRODUCTION TO THE FLORENTINE CODEX INITIATIVE

Kim N. Richter, Senior Research Specialist, Getty Research Institute

Alicia Maria Houtrouw, Senior Project Manager, Getty Research Institute

CONTENT AND ICONOGRAPHY IN THE IMAGES OF THE FLORENTINE CODEX

Bérénice Gaillemín, Research Specialist, Getty Research Institute

Alanna Radlo-Dzur, Research Specialist, Getty Research Institute. aradlodzur@getty.edu

MATERIAL ALTERATIONS TO BOOK 12 OF THE FLORENTINE CODEX

Rebecca Dufendach, Research Specialist, Getty Research Institute

ALGUNOS ASPECTOS DEL TEXTO CASTELLANO DEL CÓDICE FLORENTINO EN SU TRADUCCIÓN AL INGLÉS

León García Garagarza, Research Specialist, Getty Research Institute

PERSPECTIVAS Y REFLEXIONES DE JÓVENES INDÍGENAS EN LA CONQUISTA DE MÉXICO

Eduardo de la Cruz, Director, Instituto de Docencia e Investigación Etnológica de Zacatecas

Participants are welcome to remain in Breakout Rooms to converse and network

SATURDAY, MARCH 27: SESSION 8

SESSION 8: 11:00AM-12:30PM

PANEL 1: Oral Presentations

Zoom
Breakout Room
#1

“Healing the Land is Healing
the Body”

Belen Gad, University of
Georgia, belen433@uga.edu

“Reconhecendo os saberes e
fazeres, as formas de luta e
resistência dos povos
indígenas na região da
Bahia”

Edson Brito, Instituto Federal de
Educação, Ciência e Tecnologia
da Bahia,
edsonbkayapo@gmail.com

“An Invisible and Tenacious
Stain:” Ungreen Indigenous
(re)Visions of Nature”

Nathan Henne, Loyola
University,
nchenne@loyno.edu

PANEL 2: Oral Presentations

Zoom
Breakout Room
#2

“Enseñando Náhuatl a
distancia para escuelas
americanas: retos y
desafíos”

Abelardo de la Cruz,
University of Utah,
abelardouaz@gmail.com

“Ciclos Virtuais de Narrativas de
Resistências Indígenas: o uso
das redes sociais digitais e suas
implicações na Educação
Intercultural no contexto da
Pandemia do COVID-19”

Mirela Silva Ferreira, Instituto
Federal de Educação, Ciência e
Tecnologia da Bahia,
mirelaferreira@gmail.com

“Interações entre a produção
dos materiais didáticos
virtuais e os saberes e fazeres
indígenas sobre a natureza”

**Thelma Lima da Cunha
Ramos**, Instituto Federal de
Educação, Ciência e
Tecnologia da Bahia,
tlcramos.ifba@gmail.com

Lunch Break 12:30pm-2:00pm

SATURDAY, MARCH 27: SESSION 9

SESSION 9: 2:00AM-4:00PM

PANEL 1: Roundtable

Zoom
Breakout Room
#1

“Educação e Saberes Indígenas: materiais didáticos virtuais e os Saberes e Fazeres Indígenas sobre a Natureza a partir da Lei 11645/2008 no IFBA Campus Salvador”

Edson Kayapó, Instituto Federal de Educação, Ciência e Tecnologia da Bahia,
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Thelma Ramos, Instituto Federal de Educação, Ciência e Tecnologia da Bahia,
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Samir Mortada, Instituto Federal de Educação, Ciência e Tecnologia da Bahia,
spmortada@gmail.com

PANEL 2: Roundtable

Zoom
Breakout Room
#2

“A cultura e a língua indígenas nas cartas jesuíticas do século XVII”

Raul Oliveira Moreira, Instituto Federal de Educação, Ciência e Tecnologia da Bahia,
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Renato Ambrósio, Instituto Federal de Educação, Ciência e Tecnologia da Bahia,
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Yuri Augusto Oliveira, Instituto Federal de Educação, Ciência e Tecnologia da Bahia,
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ACKNOWLEDGEMENTS

We would like to thank all the sponsors, volunteers, and reviewers whose support was invaluable for the success of the 3rd International ILCLA symposium.

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