

# Integrating Indigenous Perspectives and Global Issues in Spanish Open Educational Resources (OER)

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# Are you using OER?

Please share what you are using in our Padlet

**Share what OER you are using for your Spanish classes**

Please share:  
1) Which OER resources you are using.  
2) Your name and college you teach.  
3) Email (optional)

**Spanish for Heritage (Original OERs or remixes)**

**Spanish for the Professions**

**Other resources to share**

**What is needed in OER?**

**Idea share for Spanish OER projects**

**Anonymous 1yr**  
Margarita Casas. Español para hablantes de herencia.

**Alejandro Lee 1mo**  
I use Casas's OER in my heritage classes at Santa Monica College.

**Norma Vega 3yr**  
I use my own materials. I would like to take a sabbatical and turn it into OER material

**Anonymous 3yr**  
Orange Coast College Acceso

**Leslie Davila 3yr**  
**OER for Medical Spanish at LBCC**  
Currently using An Introduction to Medical Spanish: Communication & Culture by Yale Press

**Sarah Harmon 3yr**  
**For medical Spanish at West Valley: Yepes' OER for grammar, open access medical sites for building vocabulary**

**Anonymous 3yr**  
Yes, same here!

**Anonymous 3yr**  
Nancy Melendez-

**Anonymous 1yr**  
Don't forget to check out the ASCCC OERI site for updated OER materials.

**ascce-oeri.org**  
Open Educational Resources and Spanish | ASCCC Open Educational Resources Initiative

**Anonymous 1yr**  
**LibreTexts™ ADAPT**  
adapt.libretexts.org  
Login · ADAPT

**Anonymous 1yr**  
**LibreTexts™ STUDIO**  
studio.libretexts.org  
H5P Library | LibreStudio

**Anonymous 1yr**  
**Resources you can use** ♥  
Our Spanish program is moving to

**Cristina Moon 2yr**  
**A homework system like H5P?**

# OERI Spanish Collection

Welcome to the ASCCC OERI Resource Page for Spanish. This space is intended to provide faculty in the discipline with a collection of resources that have been subject to a peer-review process and/or that have been selected for use by faculty in the California community colleges.

The four commonly taught Spanish courses at the California Community Colleges are: Elementary Spanish I, Elementary Spanish II, Intermediate Spanish I, and Intermediate Spanish II. In addition to these core courses, some colleges offer Spanish for Heritage Speakers I and Spanish for Heritage Speakers II; whenever possible, OER for these courses have been included. Are you using an OER that has not been recognized here? Please let us know.

Resources have been organized into the following categories:

- [First-year Spanish](#)
- [Second-year Spanish](#)
- [Spanish for Heritage Speakers Resources](#)
- [Spanish Grammar/Linguistic Resources](#)
- [Spanish Literature Resources](#)
- [Spanish Video/Audio Resources](#)
- [Proficiency Assessment Resources and Repositories](#)
- [Spanish for the Professions](#)

# Submit An Adoption Report

## First-year Spanish Resources

[Return to OER and Spanish Homepage](#)

Elementary Spanish I ([C-ID SPAN 100](#))

Elementary Spanish II ([C-ID SPAN 110](#))

- [Yo puedo: segundos pasos \(Silvaggio-Adams and Vallejo-Alegre, Milne Open Textbooks, 2021\) \(CC BY-NC\)](#)  
[Yo puedo: segundos pasos \(Silvaggio-Adams and Vallejo-Alegre, Milne Open Textbooks, 2021\) \(CC BY-NC\) – LibreTexts](#)

This OER resource enhances second language using the flipped classroom model.

[SUBMIT AN ADOPTION REPORT](#)

- [Yo puedo: para empezar \(Silvaggio-Adams and Vallejo-Alegre, Milne Open Textbooks, 2021\) \(CC BY-NC\)](#)  
[Yo puedo: para empezar \(Silvaggio-Adams and Vallejo-Alegre, Milne Open Textbooks, 2021\) \(CC BY\) – LibreTexts](#)

New Spanish OER useful as a resource for beginning Spanish language students. The pedagogical approach incorporates the flipped classroom methodology.

[SUBMIT AN ADOPTION REPORT](#)

- [Instructor Guide: Tarea Libre I \(ASCCC OERI, Moon, Lee, Harmon, and Meléndez-Ballesteros\) \(CC BY\)](#)

The Tarea Libre project is a comprehensive and accessible Open Educational Resources question bank of 1,400 interactive activities created in [LibreStudio](#) and [ADAPT](#) for first-year Spanish courses for California Community Colleges. The content can be used via ADAPT or linked to a campus Learning Management System via LTI. This LTI integration seamlessly connects the assigned activities to the grade book streamlining the assigning and grading of homework. Learn more about the project at the archive of the May 5, 2023 webinar "[What's new in Spanish OER: Tarea Libre.](#)"

[SUBMIT AN ADOPTION REPORT](#)

- [Pluma \(Hernández, 2021\) \(CC BY NC SA\)](#)

PLUMA is a narrative-based language learning program for the first three levels of college Spanish. This program is organically aligned with [ACTFL](#), featuring Can-Do Statements as an organizing principle. It is grounded in narrative-based teaching and learning that evolves from people's lived experiences and fragments of the history and culture of their countries of origin. Storytelling serves as a model for learners to tell their own stories; it promotes the exploration of deep culture; it provides a space within which to frame and understand one's own attitudes and perceptions; and finally, it cultivates intercultural communication. This program follows a carefully scaffolded sequence of targeted comprehensible input and includes formative and summative learning activities and assessments of learning. PLUMA embraces diversified

# Dr. María Datel



María Datel is a Master Lecturer in Spanish at Boston University, where she serves as the General Coordinator of the Spanish Language Program. María is also a fellow in the Antiracist Curriculum Design Program and co-organizes both the Second Language Learning and Disabilities Conference and the Indigenous Voices Week symposium.

She teaches courses in Spanish, Spanish for heritage speakers, Spanish through the arts and sciences, and pedagogy courses for future language instructors. She is honored to have received a few awards for her work, including the 2022 ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture and the Inclusion, Diversity, Equity, & Access Leadership Award at Boston University.

# Spanish Through Literature and the Arts Indigenous Perspectives on Global Issues (Datel)

## Spanish Through Literature and the Arts Indigenous Perspectives on Global Issues (Datel)

© ⓘ ⓘ Last updated: Aug 17, 2024, 2:48 PM by Delmar Larsen Page restriction: Public Page ID: 278497



"Indigenous Perspectives on Global Issues" is a course in Spanish conversation and composition that will explore indigenous cultures throughout Latin America from a decolonial standpoint which challenges the impacts of colonization and unlearns the legacies it has left behind. We will recognize that such cultures offer insights and alternatives to resolving modern-day crises – including climate change, food sovereignty, healthcare access, and gender inequalities – while refraining from romanticizing an idealized past. Students must be prepared to view films and read works of history and literature critically and analytically, and be able to express their ideas both orally and in written form. To enrich our understanding, we will host weekly guest scholars and activists from indigenous communities.



Front Matter



1: Conceptos básicos-  
colonialismo,  
colonialidad. Situación  
actual de los pueblos  
indígenas en  
Latinoamérica



2: La cuestión de la  
tierra, soberanía  
alimentaria,  
ambientalismo



3: Feminismo  
interseccional



4: Diversidad sexual y  
de género de los  
pueblos originarios-  
resistiendo la conquista  
y la traducción



5: Salud intercultural



6: Perspectivas de los  
pueblos originarios  
sobre la discapacidad



7: ¡Todo arte indígena  
es político! Relación  
entre arte indígena y  
activismo

Looking for more Spanish  
Resources?



# LibreTexts Spanish Bookshelf



How can we help you?



Options



Cristina Moon

Contents Home » Bookshelves » Languages » Spanish

## Spanish

Last updated: Mar 19, 2025, 5:34 PM by Delmar Larsen Page restriction: Public Page ID: 11762



The textbooks in the Spanish as a second language bookshelves are designed to guide learners through the process of acquiring Spanish with a focus on communication, grammar, and cultural understanding. These textbooks typically incorporate a structured approach, starting with foundational vocabulary and sentence structures before progressing to more complex linguistic concepts. They emphasize the development of listening, speaking, reading, and writing skills through interactive exercises, dialogues, and real-world scenarios. Many also integrate cultural insights from Spanish-speaking countries, helping learners understand the social and historical contexts in which the language is used. By combining grammar instruction with practical usage and cultural awareness, these textbooks provide a comprehensive foundation for students to develop fluency and confidence in Spanish.



First-year Spanish  
Bookshelf



Second-year Spanish  
Bookshelf



Spanish Grammar and  
Linguistics Bookshelf



History and Culture  
Bookshelf



Spanish Literature Bookshelf



Spanish for the Professions Bookshelf

# ASCCC OERI Recorded Webinars on Spanish

<a href="#">Webinar Titles</a>	<a href="#">Date</a>	
<a href="#">Unveiling Tarea Libre 2: A New Open Educational Resource (OER) Homework Ancillary for Intermediate and Advanced Spanish</a>	November 22, 2024	
<a href="#">Boost Engagement with Discuss-It: Interactive Asynchronous Conversations in ADAPT</a>	November 15, 2024	
<a href="#">Spanish Open Educational Resources (OER) Homework Hackathon 2: Let's have fun with ADAPT</a>	May 10, 2024	
<a href="#">Continuing the Path to Zero in Spanish Open Educational Resources (OER): Tarea Libre 2</a>	May 3, 2024	
<a href="#">Getting Spanish Homework to Zero Textbook Cost (ZTC) with LibreTexts ADAPT</a>	April 26, 2024	
<a href="#">Beyond Traditional Spanish Homework: Adding Project Based Learning to your Open Educational Practices</a>	April 12, 2024	
<a href="#">Spanish Open Educational Resources (OER) Hackathon: Let's create a HW Collection</a>	October 27, 2023	
<a href="#">Getting Spanish to Zero – An Openly-Licensed Homework Option for Spanish</a>	October 20, 2023	
<a href="#">What's new in Spanish OER: Tarea Libre</a>	May 5, 2023	
<a href="#">Remixing Spanish OERs in LibreTexts and importing to Canvas</a>	April 28, 2023	
<a href="#">What's new in Spanish Open Educational Resources (OER)</a>	November 4, 2022	

# More Information

[ASCCC OERI Website](http://asccc-oeri.org) ([asccc-oeri.org](http://asccc-oeri.org))

- Resources
- Webinars and Events

[ASCCC OER E-Mail](mailto:oeri@asccc.org) ([oeri@asccc.org](mailto:oeri@asccc.org))

# And to Contact Us...

- General OERI E-Mail:  
[oeri@asccc.org](mailto:oeri@asccc.org)
- Find everyone's email at: <https://asccc-oeri.org/about-us/>

# Questions?



Cristina Moon

Spanish Faculty

OER/ZTC Coordinator at Chabot College

ASCCC OERI Spanish Lead, H5P/ADAPT Lead, and OERI Liaison

[cmoon@chabotcollege.edu](mailto:cmoon@chabotcollege.edu)

Thanks!



Photo by [Thgusstavo Santana](#) from [Pexels](#)

# Integrating Indigenous Perspectives and Global Issues in Spanish Open Educational Resources (OER)

María Datel  
Boston University



I respectfully acknowledge that this webinar was researched and prepared while I am living on the unceded lands of the Massachusetts and Wampanoag peoples.



# Agenda

- ❖ Why this project?
  - Key concepts to create a foundational framework for the discussion.
- ❖ What role does OER play in this project?
- ❖ Impact of the intercultural curriculum based on OER
- ❖ Strategies for incorporating Indigenous perspectives / epistemologies in language teaching
- ❖ Critical reflection: what we learned
- ❖ Closing: towards an open decolonial pedagogy
- ❖ Open Discussion & Q&A

**Why this project? Key concepts to create a foundational framework for the discussion.**



# Indigenous populations in Latinoamérica

## Indigenous Peoples in Latin America

By the year 2010, an estimated 45 million indigenous people lived in Latin America, accounting for 8.3 % of the region's population. The United Nations has championed the promotion of their rights through the use of different resources and special regulations for this purpose.



- ❖ 50 million Indigenous people
- ❖ 420 languages
- ❖ Visibility and political participation have increased in the last 20 years
- ❖ Indigenous families are three times more likely to live below the poverty line

Para reducir las vulnerabilidades es esencial abordar los problemas de las poblaciones indígenas con una perspectiva que tome más en cuenta sus voces, culturas e identidades.

El estudio del Banco Mundial "Latinoamérica Indígena en el Siglo XXI" recomienda:



- 1 **PROFUNDIZAR** la participación para proteger los derechos de los indígenas y reducir la exclusión social.
- 2 **ADECUAR** culturalmente los servicios, especialmente en materia educativa, que es una herramienta única para alcanzar un desarrollo con identidad y respeto por sus culturas.
- 3 **RESPONDER** a las necesidades y nuevas realidades de la población indígena actual y comenzar a entenderla en su heterogeneidad.

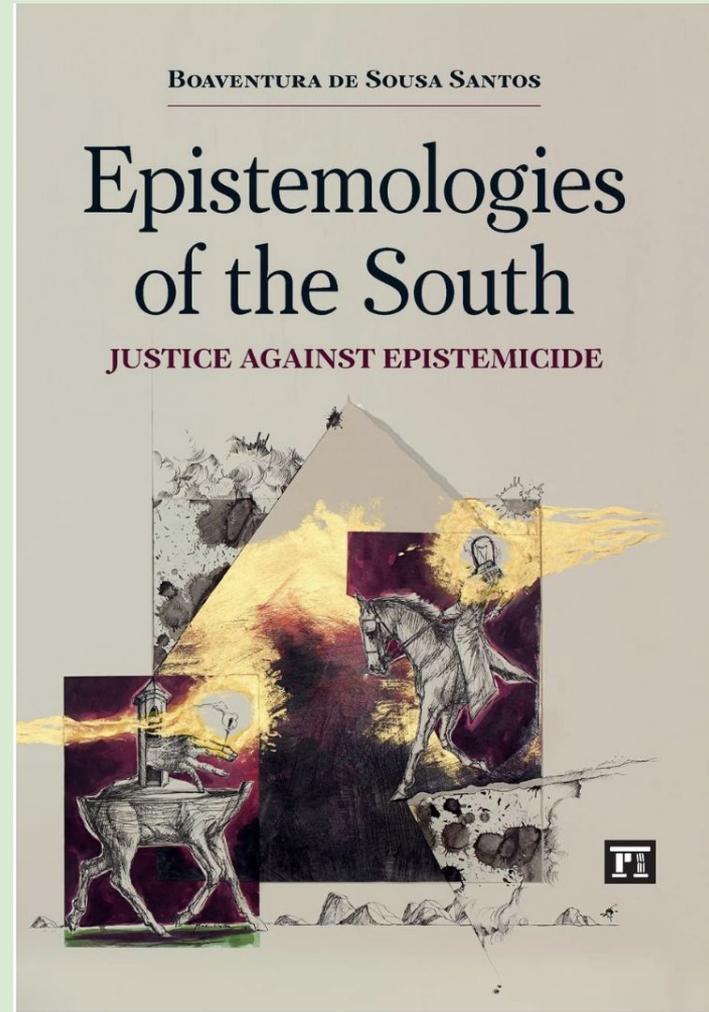
# ***Coloniality of Power, Eurocentrism, and Latin America,*** **Aníbal Quijano**

"Decolonization is not only a political process, but also an epistemic one, which involves challenging and dismantling colonial structures of power and knowledge."(Quijano, 1992)

- **Nelson Maldonado-Torres** (2007) *On the Coloniality of Being: Contributions to the Development of a Concept*"
- **Walter Mignolo** (2011) *The Darker Side of Western Modernity: Global Futures, Decolonial Options*"

# Epistemologies of the South, Boaventura de Sousa Santos

Epistemologies of the South is a 2014 book by de Sousa Santos. It explores the concept of “cognitive injustice” and argues why global social justice is not possible without global cognitive justice.



## *Teaching as a Xicana with an X, Cherrie Moraga*

- ❖ Indigenous ways of knowing continue to evolve despite colonization and exclusion from academia.
- ❖ Many Xicanx youth reconnect with their Indigenous roots through family languages and cultural memory.
- ❖ Indigeneity should not be reduced to patriarchal or romanticized narratives within activism.
- ❖ Xicana with an X calls for an intersectional, decolonial approach to Indigenous identity and resistance

(Moraga, 2015)

# Indigenous voices in every class

María Datel, Boston University

## Video: La alimentación Mapuche

[https://youtu.be/zliD0en\\_RrQ](https://youtu.be/zliD0en_RrQ) (hasta el minuto 4:00)



María Datel, Boston University

## Documental sobre Renata Flores: Quién soy

<https://youtu.be/jXNVXTtc4uI>



## La papa nativa contra el cambio climático

Productores indígenas quechuas de Perú recuperan 350 variedades de papa nativa para adaptarse a las alteraciones del clima.

Fuente: <http://chirapaq.org.pe/es/papa-nativa-cambio-climatico-vilcashuaman>



María Datel, Boston University

## Seba Calfuqueo, artista visual (Wallmapu, territorio mapuche)



(Retrato por Diego Argote, 2024)



<https://www.instagram.com/sebacalfuqueo/>

María Datel, Boston University

## Artículo “Los hijos del maíz, un regalo indígena que puede desaparecer para los campesinos”



### 1) Vocabulario importante para leer el artículo

La superficie de siembra (The planting area)

La sazón (el condimento)

María Datel, Boston University

## Video: “Mujeres indígenas y empoderadas”



<https://youtu.be/UnBaqrzc78>

Los **mazahua** son un grupo indígena que habita en el estado de México y Michoacán. Encuentra los estados en el mapa →



# How can we more fully incorporate this diverse reality into Spanish language curricula?

- ❖ Latin America is diverse, mestizo, and indígena
- ❖ Spanish (and Portuguese) coexist and are influenced by 420 indigenous languages
- ❖ To consider:
  - Importance of avoiding exoticism or victimization and focusing on resistance, agency, and contemporaneity.

# LS 307 Indigenous Perspectives on Global Issues

LS 307 Spanish Through Literature and the Arts  
Indigenous Perspectives on Global Issues  
Boston University - Fall 2024



**Instructor:** María Datel (she/ella) [datel@bu.edu](mailto:datel@bu.edu)

**Office Hours:** MWF 9-10 AM and M 1:30-2:30 PM (or by appointment)

**Office:** 718 Commonwealth Ave. #203 / Zoom: <https://bostonu.zoom.us/j/3893105940>

## Course Description

LS 307 Spanish Through Literature and the Arts is designed to help language students progress towards and within the advanced proficiency level in speaking and writing Spanish according to the ACTFL guidelines ([ACTFL Standards and Expectations for Students' Proficiency](#))

"Indigenous Perspectives on Global Issues" is a course in Spanish conversation and composition that will explore indigenous cultures throughout Latin America from a decolonial standpoint which challenges the impacts of colonization and unlearns the legacies it has left behind. We will recognize that such cultures offer insights and alternatives to resolving modern-day crises – including climate change, food sovereignty, healthcare access, and gender inequalities – while refraining from romanticizing an idealized past. Students must be prepared to view films and read works of history and literature critically and analytically, and be able to express their ideas both orally and in written form. To enrich our understanding, we will host guest scholars and activists from indigenous communities.

- ❖ Colonialism, coloniality and *coloniality of the self*. Decolonizing knowledge
- ❖ Local and global problems. Issues faced by indigenous communities
- ❖ Indigenous perspectives on land
- ❖ What is food sovereignty?
- ❖ Indigenous peoples and the environment
- ❖ Intersectional feminism. Indigenous women's rights
- ❖ Indigenous sexual and gender diversity: Resisting Conquest and translation
- ❖ Traditional medicine and indigenous health practices
- ❖ Indigenous perspectives of disability
- ❖ All indigenous art is political! Exploring the relationship between indigenous art and activism

## Spanish Through Literature and the Arts Indigenous Perspectives on Global Issues (Date)



"Indigenous Perspectives on Global Issues" is a course in Spanish conversation and composition that will explore indigenous cultures throughout Latin America from a decolonial standpoint which challenges the impacts of colonization and unlearns the legacies it has left behind. We will recognize that such cultures offer insights and alternatives to resolving modern-day crises – including climate change, food sovereignty, healthcare access, and gender inequalities – while refraining from romanticizing an idealized past. Students must be prepared to view films and read works of history and literature critically and analytically, and be able to express their ideas both orally and in written form. To enrich our understanding, we will host weekly guest scholars and activists from indigenous communities.



Front Matter



1: Conceptos básicos-colonialismo, colonialidad. Situación actual de los pueblos indígenas en Latinoamérica



2: La cuestión de la tierra, soberanía alimentaria, ambientalismo



3: Feminismo interseccional

# What role does OER play in this project?

- ❖ You can access this open educational resource on LibreTexts:  
[https://human.libretexts.org/Bookshelves/Languages/Spanish/Spanish\\_Literature\\_Bookshelf/Spanish\\_Through\\_Literature\\_and\\_the\\_Arts\\_Indigenous\\_Perspectives\\_on\\_Global\\_Issues\\_\(DateI\)](https://human.libretexts.org/Bookshelves/Languages/Spanish/Spanish_Literature_Bookshelf/Spanish_Through_Literature_and_the_Arts_Indigenous_Perspectives_on_Global_Issues_(DateI))
- ❖ Open Educational Resources (OER) allow for:
  - Equitable access for educators and students, especially those with limited institutional resources.
  - Horizontal collaboration, including with Indigenous communities and knowledge keepers.
  - Protection against the privatization or commodification of Indigenous knowledge.
- ❖ Indigenous knowledge often circulates through relational, communal, and oral traditions. OER can offer a more ethical and coherent pathway for sharing knowledge in ways that respect its origins and modes of transmission.

# Foundational Principles of the Course

- ❖ Indigenous genocide is not exclusive to Latin America
  - The history of North America includes similar processes of displacement, violence, and erasure.
- ❖ Indigenous peoples are not relics of the past
  - They are contemporary actors shaping their societies.
- ❖ They are part of multicultural, cross-border nations
  - Over 100 Indigenous nations exist across colonial borders.
- ❖ They offer valuable insights into global challenges
  - Their knowledge contributes to rethinking sustainability, community, and justice.

**Indigenous peoples do not represent an idyllic past  
to return to**

# Denilson Baniwa (Painter, Brazil, Amazonas)

To which space do these people “not belong” or “should not belong”?



Baniwa, Denilson. *Brasil: A Margem*. 2018, Pinacoteca de São Paulo, São Paulo.



Vega, Mirela. *La cholita skater*, 2024



Vega, Mirela. *La boliviana*, 2024

**Mirela Vega,**  
muralista  
boliviana

@la\_mire\_la



# #nonoscallarán, Mardonio Carballo



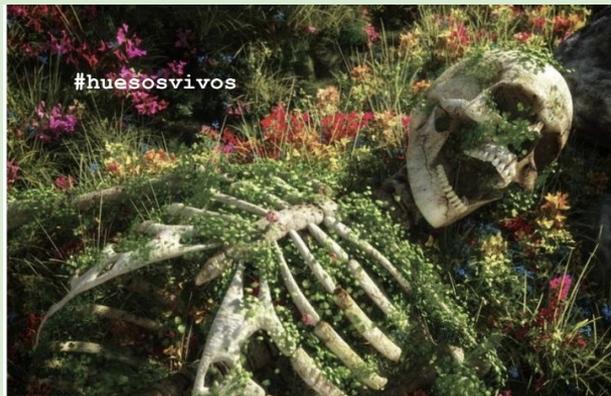
Nos matan  
nos persiguen  
nos calumnian  
nos llevan  
nos odian  
nos golpean  
rebanan nuestros cuerpos  
nos olvidan

Bailan donde sembraron nuestros huesos  
y se van

No saben  
no lo creerías  
¡Cómo se transforman nuestros huesos!  
con su sal  
y su agua  
revientan las nuevas flores de mayo  
#nonoscallarán

# Students' Work

Si tuvieras que elegir otro título, ¿cuál elegirías? Elige un hashtag para tu nuevo título y haz un póster siguiendo el modelo del video



**They are part of multicultural nations**  
**108 indigenous peoples are cross-border**



## Premio Nacional de Literatura 2022



SANCHIU

Dina Ananco



## Premio de Literaturas Indígenas 2024 será dedicado a la poesía

El premio busca reconocer y estimular la creación literaria de escritoras y escritores en lenguas indígenas de América

# Convocatoria 2023

Género **Ensayo Literario**  
XI Edición

**Ensayo Literario**

Cierre de la convocatoria  
**21 de agosto del 2023**

PREMIO DE LITERATURAS  
INDÍGENAS DE AMÉRICA  
PLIA



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UNIÓN EUROPEA

Invitada de Honor **2023**

**25** nov \* **3** dic



FERIA INTERNACIONAL DEL LIBRO DE GUADALAJARA

## Transición

Me preguntas gringa atrevida

¿cuándo regreso a mi pueblo?

Me aconsejas gringa sabia:

“No debes pasar en transición toda la vida,  
tienes que buscar un lugar fijo, encontrarte con los tuyos”.

Te respondo gringa curiosa que “no” sabía de mi transición.

Que no soy de acá ni de allá.

Nací awajun y crecí wampis.

Mi adolescencia es sinónimo de la sierra.

Que Lima, una ciudad salvaje a su manera  
es mi hogar ahora.

Te respondo que acaso no sabía quién era.

En tus palabras veo mi futuro.

En tu escritura veo mi pasado.

Pretendes saber de mi.

Pretendes conocerme sin haber tomado la ayahuasca.

Pretendes descubrirme y hacerme ver lo que no veo.

Hacerme valorar lo que nos da vergüenza.

Te preguntas acaso gringa vacilona

¿Qué pienso yo de ti?

**Invite the voices of indigenous people to take a central place in discussions about them!**

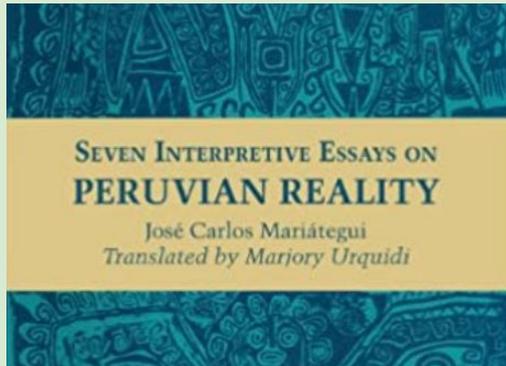
Dina Ananco (1985) es una poeta Awajun y Wampis de la Amazonia peruana.





# José Carlos Mariátegui

7 Ensayos De Interpretación De  
La Realidad Peruana, 1991.



"An Indigenous literature, if it is to come, will come in its own time—when Indigenous people themselves are in a position to produce it."



The Department of Romance Studies and the  
Center for Latin American Studies present:

# SEMANA DE LA HISTORIA, LENGUAS Y CULTURAS DE LOS PUEBLOS ORIGINARIOS

DEL 3 AL 6 DE ABRIL 2023

Programa para el martes 4 de  
abril (en Zoom)

4:00-5:15 PM

**Karina Guanca Aramayo**

**José Luis Castro**

*"Cultura andina: canto y  
resistencia quechua"*

5:15-6:30 PM

*Conversación con la escritora*

**Dina Ananco**

Programa de toda la semana  
[aquí](#)

[Registrarse aquí](#)

# Indigenous History, Languages & Cultures Week

March 28 - April 1 / 4 to 5:30 PM

Register: [www.bu.edu/las](http://www.bu.edu/las)

The Department of Romance Studies and the Center for Latin American Studies present:

## Indigenous History, Languages & Cultures Week

28  
Mar

Adrian Moyano

"De mar a mar: una mirada descolonizadora de la historia y la política mapuches"

Bernardo Colipán

"Wiñokintun: Mirar atrás y hacer de la memoria mapuche un espacio habitable"

Student Presenters (5:30 to 6):

Kathryn Lakin: "State Approaches to Indigenous Education"

Hope Myers: "The Quechua Language"

29  
Mar

Anahí Mariluan

"El ñil y la palabra cantada como resistencia sonora del pueblo mapuche"

Viviana Ayilef & Bernardo Colipán

"Epu ñlkantufe Wall Mapu mew: Dos poetas de la nación mapuche"

30  
Mar

Vanesa Gallardo Llancaqueo

"Tañi mogetuluam, pepikawkülein: Por que va a vivir nuestra lengua, nos preparamos"

Melisa Stocco

"Panorama de las prácticas de (auto)traducción en la poesía mapuche actual"

Jorge Spíndola C.

"(S. XIX -XX) Memorias del genocidio mapuche-tehuelche en cantos de los sobrevivientes"



**Indigenous people contribute to thinking about  
global issues**

Para los Pueblos Indígenas la tierra, el territorio y los recursos son elementos fundamentales que permiten su continuidad histórica, espiritualidad y el desarrollo social, cultural, económico, político y humano vinculado a su cosmovisión que consiste en la relación profunda con la Tierra.

## *Madre Tierra, Rigoberta Menchú*

Madre Tierra, Madre Patria,  
aquí reposan los huesos y memorias  
de mis antepasados.

En tus espaldas  
se enterraron los abuelos  
los nietos y sus hijos.

Aquí se amontonaron huesos tras huesos  
de los tuyos,  
los huesos de las lindas patojas  
que abonaron el maíz,  
las yucas, las malangas, los chilacayotes,  
los coyotes, los huicoyes y huisquiles.

Aquí se formaron mis huesos,  
aquí me enterraron el ombligo  
y por éso me quedaré aquí,  
años tras año,  
generaciones tras generaciones.

Tierra mía, tierra de mis abuelos,

Tus manojos de lluvias,  
tus ríos transparentes,  
tu aire libre y cariñoso,  
tus verdes montañas  
y el calor ardiente de tu sol  
hicieron crecer y multiplicar el sagrado maíz que formó los huesos  
de esta nieta.

Tierra mía, madre de mis abuelos,  
quisiera acariciar tu belleza,  
contemplar tu serenidad  
y acompañar tu silencio.

Quisiera llorar tus lágrimas,  
al ver a tus hijos dispersos por el mundo  
regateando posadas en tierras lejanas,  
sin alegría,  
sin paz,  
sin madre tierra,  
sin nada.



## María Isabel Lara Millapan (1979) is a Mapuche poet from the Araucanía Region, Chile.

### Name

When they changed our names  
We had names of birds, of animals and stones,  
names of trees and flowers  
of the land where we were born,  
we had names of water, of mud and snow  
the names of the grandparents were passed down to their sons and grandsons.  
We will ask for the name that belongs to us.



Poems from *Trekan Antü* (2018)

Translated via the Spanish by Arthur  
Dixon

[https://docs.google.com/document/d/1Gtw6578knVvm\\_s90B6PMBDIY3vmOxLNoGK3IW\\_KqZLSI/edit?usp=sharing](https://docs.google.com/document/d/1Gtw6578knVvm_s90B6PMBDIY3vmOxLNoGK3IW_KqZLSI/edit?usp=sharing)

# Anahí Mariluan, Mapuche Singer (Wallmapu, Argentina-Chile)



**"I express myself politically; that's why I sing in Mapuzungun. I consider it a political tool that allows me to exist in a world that often suppresses it. I often question why the language of colonialism holds more significance and why lingua franca, from which harm has been perpetuated, is given more importance. This led me to decide not to sing in Spanish anymore. While Spanish serves as a means of communication, it's also the language that dominated and marginalized my people's language."**



"Me expreso políticamente, por eso canto en mapuzungun." *Revista Terra Viva*, 17 Jan. 2022.

# Indigenous feminism: Silvia Rivera Cusicanqui



# Sexual / gender diversity



The way Indigenous peoples with diverse sexual orientations and gender identities are forced to confront Western concepts of gay, lesbian, bisexual, transgender, and intersex today is a form of neocolonial violence.

- ❖ Tida-wina (Delta del Orinoco, Venezuela. *Olivier Allard*)
- ❖ Muxhe (Zapoteca)
- ❖ Omeguit (Kuna)
- ❖ Quewa (Quechua)
- ❖ Tevi (Guaraní)

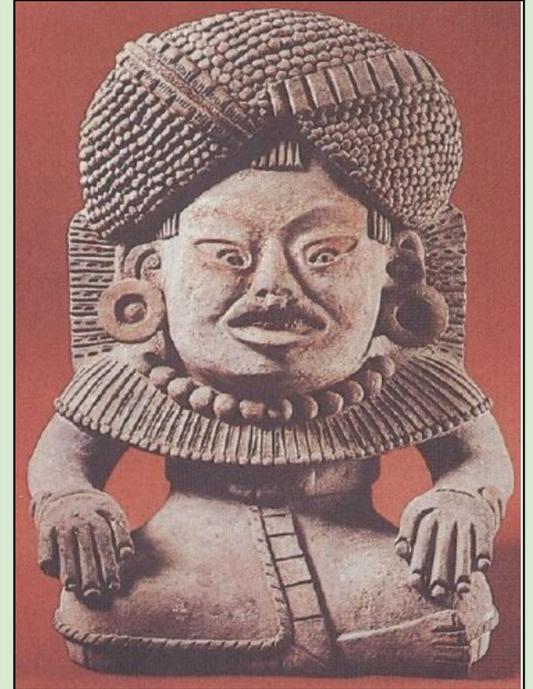
# Disabilities



**Tumaco-Tolita**  
(500 BC)



**Moche**  
(200 AD)



**Zapotecas**  
(400-800 AD)

# Disabilities: Yucatec Maya Sign Language



## EL HABLA DE LA MANO

*La Lengua de Señas Maya Yucateca  
y sus señantes*

Olivier Le Guen

## Taking action

©Mirela Vega, muralista boliviana



# Indigenous Peoples' Day

:Padlet



María Datel + 11 • 6d

## Poesía de pueblos originarios de Abya Yala. Lecturas de las estudiantes de LS307 Perspectivas Indígenas, María Datel, Boston University, Fall '24:

Abby Bozek, Mia Brown, Briana García, Gabriela Gauna, Ava Herzog, Poppy Livingstone, Kaylin Montiel, Alexandra Olander, Esha Patel, Rahifah Rahman, Sasha Ramey, Abby Ruffer, Navia Scroggins, Claire Sharman y Adrianna Womble.

María Datel 14d



google docs

Selección de poesía leída por las estudiantes de LS 307 Perspectiva de los pueblos originarios sobre problemas globales

1

María Datel 14d

**Bienvenidxs**



drive.google.com

12 de octubre.mp4

1

Claire S 13d

**Los últimos días del sitio de Tenochtitlan, (Anónimo) - Leído por Claire Sharman**



Audio • 01:11

New Recording 3

... Todo esto pasó con nosotros. Nosotros lo vimos, nosotros lo admiramos. Con suerte lamentosa nos vimos angustiados. En los caminos yacen dardos rotos, los cabellos están esparcidos.

Kaylin 10d

**Puñado de tierra - Fredy Chikangana, poeta Yanakuna (Colombia) - Leído por Kaylin Montiel.**



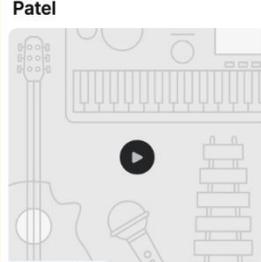
Audio • 00:53

New Recording 6

Me entregaron un puñado de tierra para que ahí viviera. «Toma, lombriz de tierra», me dijeron, «Ahí cultivarás, ahí criarás a tus hijos,

Esha Patel 10d

**La diosa de la belleza - Alba Eiragi (poeta guaraní, de Paraguay) / Leído por Esha Patel**



Audio • 00:53

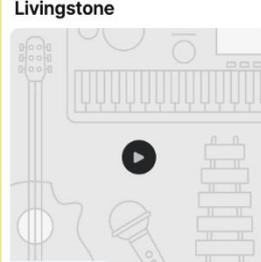
New Recording 32

Yo soy la diosa de la belleza, Nuestra lengua es nuestra vida.

Yo soy la fruta silvestre. La verde selva me pertenece. Me pertenece mi canto.

Supportive Fly 12d

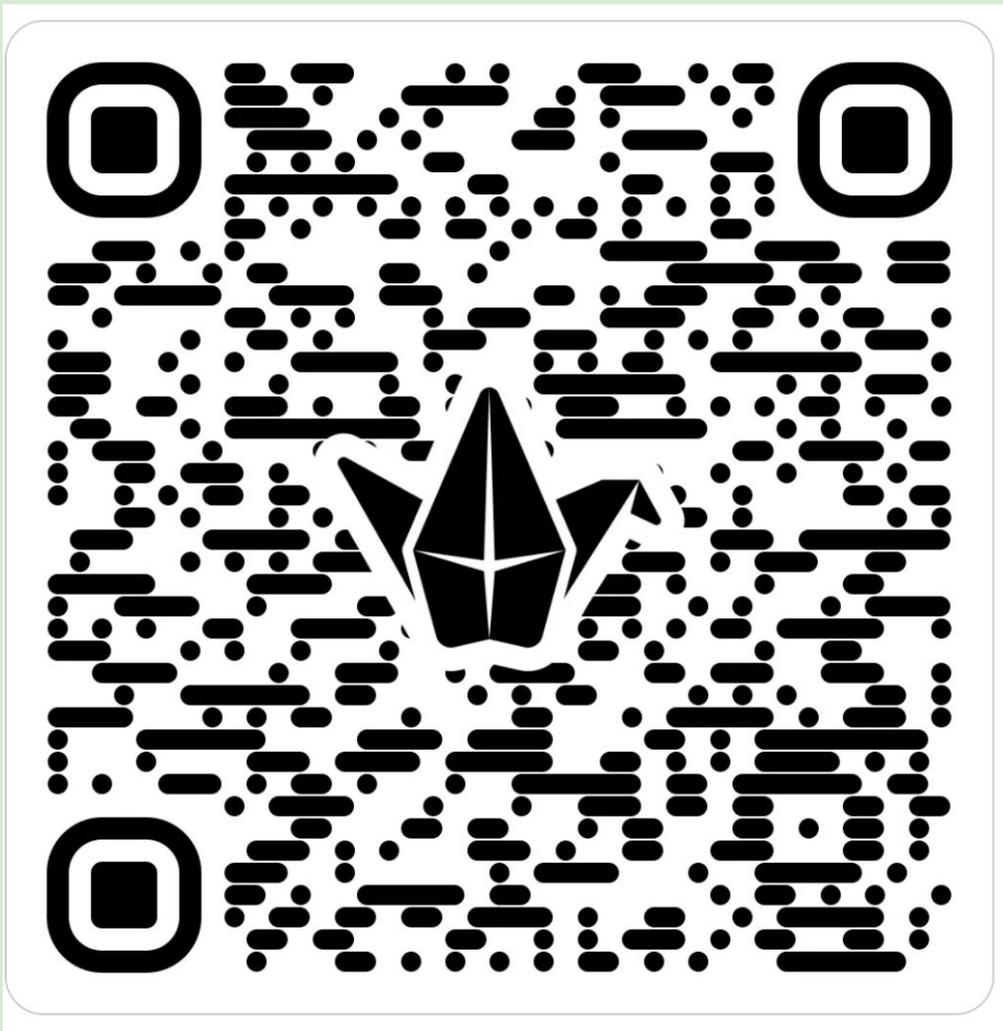
**Nombre - María Isabel Lara Millapan, poeta mapuche (Chile) - Leído por Poppy Livingstone**



Audio • 00:29

Poppy Livingstone

Cuando nos cambiaron los nombres Teníamos nombres de aves, de animales y de piedras, nombres de árboles y de flores



# Critical Reflexion: What we learned

- ❖ Ethical tensions in integrating Indigenous knowledge.
- ❖ Importance of consent, context, and care.
- ❖ What if we don't have a direct connection with a community?
- ❖ Our role as facilitators, not as sole interpreters.

# Toward an Open Decolonial Pedagogy

- ❖ What does it truly mean to “open” a resource?
  - Beyond free access: a political and ethical act.
- ❖ Open Access as Decolonial Gesture
  - Sharing knowledge without barriers, respecting its communal, relational nature.
- ❖ A Call to Action
  - To integrate Indigenous voices in higher education, we must first listen—and then create pedagogies that echo with respect, reciprocity, and openness.

iGracias! [datel@bu.edu](mailto:datel@bu.edu)

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