Figures and Tables

Figures		
Figure 1.1	Google Maps directions for driving from Ayacucho, Perú, to Cusco, Perú (Google, n.d.)	7
Figure 1.2	Responses to the survey question: Since you became a college student, do you speak Quechua with your professors and college personnel?	9
Figure 1.3	Responses to the survey question: Since you became a college student, do you speak Quechua with your classmates?	10
Figure 2.1	Great-grandparents: Maria Palomino Mora and Mariano Vasquez Loayza. Family picture, unknown date	15
Figure 2.2	With Claudia Cuba Huamaní on the left by the Inca Roca street. Y. Kenfield, 2016	17
Figure 2.3	Analytics of decoloniality. Maldonado-Torres (2016) in <i>Fondation Frantz Fanon</i> , 30	23
Figure 2.4	Analytics of decoloniality. Maldonado-Torres (2016) in <i>Fondation Frantz Fanon</i> , 30	24
Figure 3.1	Co-presenter with Tawa members in Cusco, Perú. Y. Kenfield, 2019	30
Figure 3.2	Co-panelist with Andean researchers at a conference in the United States. Y. Kenfield, 2019	31
Figure 3.3	Hilaria Supa Huamán. Parlamento Andino (2014) in El Condor, p. 6	31
Figure 3.4	Sequential flow of the CBPR phases	36
Figure 3.5	First CBPR w'atia, Y. Kenfield, 2016	39
Figure 3.6	Photovoice participants' bios	42
Figure 3.7	Data collection across the main stages of the	46

Figure 3.8	Photovoice overview	49
Figure 4.1	Entry in the brochure. D. Ventura Aucca, 2017	64
Figure 4.2	Photovoice. Pucahuayta, 2017	65
Figure 4.3	Entry in the brochure. C. Flores Ramos, 2017	66
Figure 4.4	Photovoice. C. Ccasa Aparicio, 2017.	69
Figure 4.5	Photovoice. F. Chino Mamani, 2017	74
Figure 4.6	Entry in the brochure. Y. Vargas Quispe, 2017	76
Figure 4.7	Entry in the brochure. G. Quispe Huayhua, 2017	78
Figure 4.8	Photograph at the studio of a local TV station in Cusco. Y. Kenfield, 2017	79
Figure 5.1	Entry in the brochure. G. Quispe Huayhua, 2017	81
Figure 5.2	Entry in the brochure. N. Conde Banda, 2017	82
Figure 5.3	Photovoice. D. Ventura Aucca, 2017	83
Figure 5.4	Entry in the brochure. Pukahuayta, 2017	83
Figure 5.5	Entry in the brochure. C. Flores Ramos, 2017	84
Figure 5.6	Entry in the brochure. Y. Levita Pillco, 2017	86
Figure 5.7	Photovoice. F. Chino Mamani, 2017	88
Figure 5.8	Photovoice. Y. Levita Pillco, 2017	89
Figure 5.9	Entry in the brochure. E. Ccasani Ccosco, 2017	90
Figure 5.10	Photovoice. N. Conde Banda, 2017	91
Figure 5.11	Photovoice. Pukahuayta, 2017	91
Figure 5.12	Photovoice. N. Conde Banda, 2017	92
Figure 6.1	Photovoice. N. Conde Banda, 2017	96
Figure 6.2	Photograph. N. Gomez Gomez, 2018	97
Figure 6.3	Photovoice. G. Quispe Huayhua, 2017	98
Figure 6.4	Photovoice. G. Quispe Huayhua, 2017	100
Figure 6.5	Photovoice. G. Quispe Huayhua, 2017	100
Figure 6.6	Photo of students listening to Cinthia in Huayllapata. Y. Kenfield, 2017	101
Figure 6.7	Photo of Cinthia dialoguing in Quechua at Casa Campesina, Y. Kenfield, 2017	102

Figure 6.8	Flyer shared via WhatsApp. L. Camacho Caballero, 2017	105
Figure 6.9	Photograph in Huayllapata while Fructuoso is talking. Y. Kenfield, 2017	108
Figure 6.10	Entry in the brochure. C. Flores Ramos, 2017	112
Figure 6.11	Photovoice. E. Ccasani Ccosco, 2017	113
Figure 6.12	Photovoice. Pucahuayta, 2017	114
Figure 7.1	Sequence of <i>Muyu Muyurispa</i> during the photovoice process	126
Figure 7.2	Muyu muyurispa in the Tambomachay area. Y. Kenfield, 2017	126
Figure 7.3	Muyu muyurispa of students with the village women's children. Y. Kenfield, 2017	128
Figure 7.4	Students doing a <i>muyu muyurispa</i> and wearing traditional women's <i>polleras</i> and <i>monteras</i> . W. Huayllani Mercado, 2017	128
Figure 7.5	A weaver takes part in a <i>tinkuy</i> and calls for reflection. Y. Kenfield, 2017	130
Figure 7.6	Photo exposition at Casa Campesina. Y. Huillca, 2017	132
Figure 7.7	People selecting coca leaves for <i>kuka akulliy</i> . Y. Huillca, 2017	133
Figure 7.8	Google Maps directions for hiking from Saqsaywaman, Cusco, to Pachatusan, Cusco (Google, n.d.)	134
Figure 7.9	Note 'the ball' from the <i>kuka akulliy</i> of the young man in the back. Y. Kenfield, 2017	134
Figure 7.10	Apu Wayra on the university campus during the photo exposition. Y. Kenfield, 2017	138
Figure 7.11	Photograph at the studio of a local TV station in Cusco. Y. Kenfield, 2017	139
Figure 7.12	Photovoice exposition in UNSAAC. Y. Huillca Quishua, 2017	140
Figure 7.13	Wences poses with the poster for the photo exposition. G. Huayhua Quispe, 2017	140
	Informative poster about the event organized by VIHÑ, N. Gomez Gomez, 2018	141

Figure 8.1	Andean students' perspectives on current Quechua practices on the university campus	150
Figure 8.2	Andean students' envisioned cyclical <i>t'ikarinanpaq</i> (cycles of Quechua blooming)	157
Figure 8.3	Entry in the brochure. F. Chino Mamani, 2017	158
Figure 8.4	From Puelles family's field. M. Puelles, 2021	164
Figure 8.5	Ch'iqchi kukuli saracha. I. Quispe Puma, 2021	164
Figure 8.6	Coya's harvest. D. Medrano Vasquez, 2021	165
Figure 8.7	Chiqchi sara. M. Medrano Vasquez, 2021	165
Figure 8.8	Qanka saracha. E. Tito Vega, 2021	166
Tables		
Table 3.1	Photovoice participants' first language and college major	41