

Building Cross-cultural Communities: From Language to Action

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The personal is political. It is also a source of knowing. One that cannot be replaced by any text or archival piece. Knowing this, we invite you to journey with us to that place where personal and cultural codes sometimes clash. It is precisely in this place that we can rewrite our stories and those of our communities.

Using a multidisciplinary approach and a storytelling format, we invite you to collectively theorize your own and others struggles for identity, representation, self-inscription and creative expressions... together.

Identity formation means reading and writing oneself and the world. Identity consciousness is developing the awareness for *agency* --a capacity of word and action-- over/in/on social systems we are both shaped by, but that we can also shape through actioning.

In this module we are invited to look at ourselves as subjects and objects simultaneously. We are asked to blur the private/public borders of the disciplinary and cultural fields we inhabit to better understand our personal *habitus*. We do this by using technology to cross continental divides. In this case, we stretch our hands and creativity to connect Tunja (Colombia) and Miami (USA).

Each class has been working on their own class materials and assessments, but we have many points of intersectionality. During the next five weeks (please note Colombia has a week off due to Holy Week), we will use Gloria Anzaldúa's conception of "autohistoria teoría" (conectando experiencias personales con realidades sociales/the connecting of personal experience and social realities) as a jumping off point to engage in this multi-week shared process across disciplinary and geographic lines. As we have seen from our readings, "autohistoria teoría" is a way of inventing, asking knowledge, meaning and identity through self-inscriptions.

Your culture gives you your identity story, pero un buscado rompimiento con la tradición, you create an alternative identity story."

The questions at the center of our collective journey are:

- HOW DO WE PASS FROM LANGUAGE TO ACTION? FROM DISCONNECTED THEORY TO ACTIVISM?
- HOW CAN WE SHARE TIME TOGETHER AND CONSTRUCT KNOWLEDGE TOGETHER?
- WHAT CAN THE OTHER GIVE ME THAT I CANNOT GIVE MYSELF?
- WHAT SKILLS ARE NECESSARY TO SURVIVE AND DO OUR WORK IN THE XXI CENTURY INDEPENDENTLY OF WHERE WE FIND OURSELVES GEOGRAPHICALLY?

We will also consider two other questions at the core of our COIL experience:

- ¿A qué recurras cuando el idioma te limita? Where do you turn when language is a barrier or limiting factor?
- ¿Cómo te afectan los estereotipos y cómo te sorprenden? What stereotypes surface during the experience and how did they surprise you?

You will keep these in mind as you take notes in your ****Connections Journal**** throughout the experience.

Our task is to “envision Coyolxauhqui, not dead and decapitated, but with eyes wide open. Our task is to light up darkness.”

METHODOLOGY

1. **Division in groups** – each group must figure out the logistics of meeting and weekly work. You may use whatsapp, Google meet, Facebook messenger or the media that you choose

GROUPS ASSIGNMENTS with Faculty responsible for *tutorías*

Group 1 – (Niurca)

US: Aloyse, Isabel, German

Colombia: Felipe, Julian

Group 2 – (Juliana)

US: Piersilvio, Megan,

Colombia: Camila, Katerine

Group 3 – (Niurca)

US: Annabelle, Oliver, Kaiya,

Colombia: Alejandro

Group 4 – (Juliana)

US: Sofia, Ivan, Eric,

Colombia: Carolina, Karen

Group 5 – (Niurca)

US: Laurent, Maria, Monroe

Colombia: Wendy

Group 6 - Juliana

US: Stephanie, Isabella

Colombia: Sofia, Alejandra

- 2. WEEKLY INDIVIDUAL ASSIGNMENTS AND GROUP DISCUSSIONS**
- 3. SHARED READING STARTING POINTS:** Review of G. Anzaldúa's concept of Nepantla and J. Borrero's "AB of a social body"
- 4. TWO VIDEO CONFERENCES BY PROFESSORS** (Week 2 and 3)
- 5. WEEKLY PERSONAL JOURNAL WRITING IN ****CONNECTIONS JOURNAL****;**
SUBMIT COIL TASKS EACH WEEK in our COIL Project Submission tab
- 6. WEEKLY CHECK-IN TIME WITH GROUPS**
- 7. FINAL GROUP ACTION TOGETHER AND VIDEO PRESENTATIONS IN EACH CLASS**
- 8. EACH CLASS WILL REFLECT AND PROCESS THE EXPERIENCE INDEPENDENTLY. EACH TEACHER WILL GRADE HER OWN STUDENTS**