Language courses

Kreyòl Language courses
LATC-UA 121 Elementary Haitian Kreyòl I
Wynnie Lamour
Monday, Wednesday, Friday, 12:30pm – 1:45pm
KJCC 404
Open to graduate students from all schools at NYU, and any doctoral students in the Inter-University Doctoral Consortium. Graduate students may register under the graduate listing LATC-GA 2965 Haitian Kreyol in Context (Section 001)
This course introduces students to the language of Haitian Kreyòl, also called Creole, and is intended for students with little or no prior knowledge of the language. Haitian Kreyòl is spoken by Haiti’s population of nine million and by about one million Haitians in the U.S. Including over 190,000 in the New York City area. In fact, New York City has the second largest population of Kreyòl Speakers after Port-au-Prince, Haiti’s capital. Through this course, you will develop introductory speaking, reading, and writing skills. We use a communicative approach, balanced with grammatical and phonetic techniques. Classroom and textbook materials are complemented by work with film, radio, and especially music (konpa, rasin, twoubadou, rap, raga, levanjil, vodou tradisyonèl, etc.), as well as with visits to city museums and institutions related to Haiti.

Quechua Language courses
LATC-UA 101 Beginning Quechua I (same as SPAN-UA 81 and LATC-GA 10)
Odi Gonzales
Monday, Tuesday, Thursday, 9:30am – 10:45am
Silver Room 413
Quechua is the most important and most widely distributed indigenous language in South America, with about 10 million speakers living from the high mountains to the tropical lowlands in Colombia (where the language is called Ingano), Ecuador (where it is called kichwa or runa shimi, "human speech"), Peru, Bolivia, and Argentina (where it is usually spelled Quechua and
called, by its speakers, runa simi). Studying Quechua opens a window onto alternative ways of thinking about social worlds, about space and time, family, and humans' relationship with the natural world. Quechua is recommended for students anticipating travel to the Andean region, those interested in language and linguistics, and those interested in indigenous literatures and cultures. Students who satisfactorily complete introductory Quechua will be well-prepared for intensive summer study at one of many summer study abroad programs in Ecuador, Peru, and Bolivia that will put them in closer contact with the indigenous world.

LATC-UA 102 Beginning Quechua II (same as SPAN-UA 82 and LATC-GA 11)
Odi Gonzales
Monday, Tuesday, Thursday, 11:00am – 12:15pm
25 West 4th St, room C3
Quechua is the most important and most widely distributed indigenous language in South America, with about 10 million speakers living from the high mountains to the tropical lowlands in Colombia (where the language is called Ingano), Ecuador (where it is called kichwa or runa shimi, "human speech"), Peru, Bolivia, and Argentina (where it is usually spelled Quechua and called, by its speakers, runa simi). Studying Quechua opens a window onto alternative ways of thinking about social worlds, about space and time, family, and humans' relationship with the natural world. Quechua is recommended for students anticipating travel to the Andean region, those interested in language and linguistics, and those interested in indigenous literatures and cultures. Students who satisfactorily complete introductory Quechua will be well-prepared for intensive summer study at one of many summer study abroad programs in Ecuador, Peru, and Bolivia that will put them in closer contact with the indigenous world.

LATC-UA 104 Intermediate Quechua II (same as SPAN-UA 84 and LATC-GA 21)
Odi Gonzales
Monday, Tuesday, Thursday, 2:00pm – 3:15pm
Silver Room 413
Quechua is the most important and most widely distributed indigenous language in South America, with about 10 million speakers living from the high mountains to the tropical lowlands in Colombia (where the language is called Ingano), Ecuador (where it is called kichwa or runa shimi, "human speech"), Peru, Bolivia, and Argentina (where it is usually spelled Quechua and called, by its speakers, runa simi). Studying Quechua opens a window onto alternative ways of thinking about social worlds, about space and time, family, and humans' relationship with the natural world. Quechua is recommended for students anticipating travel to the Andean region, those interested in language and linguistics, and those interested in indigenous literatures and cultures. Students who satisfactorily complete introductory Quechua will be well-prepared for intensive summer study at one of many summer study abroad programs in Ecuador, Peru, and Bolivia that will put them in closer contact with the indigenous world.
Graduate courses

Core course
LATC-GA 1001 Introduction to Latin American and Caribbean Studies I: Iberian-Atlantic and Colonial Perspectives
Amy Huras and Thomas Abercrombie
Wednesday, 4:30pm – 7:00pm
KJCC 404
This is a CLACS core course. All first year CLACS MA students must register for this course. Others are also welcome.
This course is both a history of the peoples, cultures, and nations of Latin America and the Caribbean, and a history and wide-ranging survey of the various disciplinary and interdisciplinary approaches to the area, including the Area Studies paradigm itself. Some of the readings are included as a means to explore the boundaries of the established disciplines. The purpose is not only to introduce Latin American and Caribbean realities but to review the scholarly, intellectual, and political frameworks according to which these realities are discerned. Latinamericanist and Caribbeanist faculty from throughout the university will be invited to speak about the history of the disciplinary and interdisciplinary frameworks for the study of the region, as well as the prevailing methods in the present moment. Some sessions will be led by guest faculty; discussion in all sessions will be facilitated by student study group presentations. Part I of the course covers the pre-invasion Americas, Iberia, and the production of the Imperial / Colonial world and the "first modernity" through the early republican era, the mid-11th century. It also introduces the background to the genesis of plantation societies in Spanish America and Portuguese Brazil, and the contesting colonial projects in the Caribbean region, also involving slave plantation labor, of Britain, France, and the Dutch.

LATC-GA 3200 Research & Writing Workshop
Thursday, 10:00am – 12:30pm
KJCC 404
This course is designed as a writing workshop for CLACS students finishing their Masters’ Projects. During the semester, students will transform their extensive summer field research into their final masters' project paper. In weekly workshops, we will address the essentials of good academic research and writing. Students will participate in peer-review workshops throughout the semester, building on different stages of their thesis projects. We start by evaluating summer field research with strategies for organizing and interpreting research materials and findings. Then, we focus on refining the central thesis arguments and on positioning the arguments within the existing scholarship. In this process, we will continue to build and reshape the literature review/historiography. The final weeks of the class will be devoted to peer-review workshops on outlines, presentations and thesis paper drafts. The writing assignments and workshops are designed as practical guides to improve research and writing skills in the genre of thesis writing. The schedule intends to keep students on a realistic writing schedule to
provide the support and motivation to finish high-quality masters' theses papers by mid-December 2015.

**Seminars**

**LATC-GA 1014 Comparative Racisms In The Americas**
Pamela Calla  
Thursday, 2:00pm – 4:30pm  
KJCC 404  
This seminar will explore emergent forms of racism in the Americas as major obstacles to the construction of intercultural relations, racial and economic justice, and democracy. The emergence of these “new or renewed racisms” is still largely a relatively uncharted terrain in the social sciences. The course will thus explore this phenomenon as integral to the multicultural and what some have called “post racial” present defined by larger processes of economic and cultural globalization and transnational migration. Throughout the course, we will also look at these emergent racisms in relation to the challenges facing indigenous and afro-descendant social movements, middle class political networks, and state and non-governmental institutions that seek to deepen democracy in the hemisphere by building the basis for active citizenship and racial and economic justice. The following general questions will guide our analysis and discussion: What is the relationship between institutionalized racism, embedded in the fabric of these societies, and specific “racial eruptions,” which appear to stand in contrast to prevailing ideologies of pluralism and intercultural relations? How to explain the persistence of racial hierarchy in societies where powerful actors explicitly endorse principles of multicultural recognition and racial equality? Does government-endorsed multiculturalism mitigate the negative impact of extractive, industrial, informal and other economic activities on indigenous and afro-descendant peoples? Or alternatively, do these economies actually lay the groundwork for what could be considered a “racialized” economic order? How do the push and pull of migration tied to larger necessities of capital accumulation and labor exploitation shape the dynamics and logics of racism within the region? What types of constitutional reforms, legislative and public policy agendas have emerged to address these dynamics and logics?

**LATC-GA 1020 Literature of the Field: Colonial Latin American and Caribbean (same as HIST-GA 1201)**
Sinclair Thomson  
Wednesday, 2:00pm – 4:15pm  
25 Waverly Pl, room 102  
Colonial history is not only rich and fascinating in itself but fundamental for understanding modern Latin America. This course will explore the historiography of colonial Latin America, including classic works of scholarship, representative studies of key fields, leading debates, and new literature. We will also reflect on the ways in which the historiography responds to contemporary historical forces and concerns.
LATC-GA 2531 U.S. Foreign Relations in Latin America
Jorge Castañeda and Columbia University Professor John Coatsworth
Monday, 2:00pm – 4:30pm
7 East 12th Street, room 124
This class will be offered at NYU (7 weeks) and at Columbia University (7 weeks). The course seeks to analyze the dynamics and issues that describe relations between the United States and Latin America since the end of World War II. A complete picture of the current state of affairs in the hemisphere and the reasons that led to it require an analysis in three different – but related – dimensions. To cover the first one, the course analyzes historical benchmarks that contextualize particular overt American interventions in the region, dissecting its causes, operation and consequences. In a second dimension, the course looks at topics that have permeated the relationship between the United States and Latin America over this period. Because of their typically cross-national nature, they illustrate a different set of dynamics and concerns that have fueled tensions in the relationship. A third and final dimension concerns recent developments in Latin America that affect and have been affected by U.S. foreign policy. Their novelty suggests that these issues will remain relevant at least in the immediate future.

LATC-GA 2590 Latin America’s 1968
Jill Lane and Dylon Robbins
Monday, 2:00pm – 4:30pm
KJCC 404
In Latin America, the year 1968 marked a turning point in the social, political, and cultural transformations that had been unfolding in the wide wake of the Cuban Revolution of 1959. For Latin America, as for the rest of the world, the sixties were shaped by geopolitics of the Cold War, and of anti-colonial struggles across the globe. Yet they are most remembered by those who lived them as a time when ordinary people felt, like never before and perhaps never after, that they could change the course of history: millions of youth in student movements, advocates for indigenous rights, workers, campesinos, educators, intellectuals, and artists, along with guerrillas and other armed insurgents, were self-aware in world-historical projects of radical social, political, economic, and cultural change. In these years, the personal became the political, politics became theatrical, theatre became a weapon, and the lines between self, art, and politics were forever redrawn. We study the complex relations between revolution, counterculture, and authoritarian rule as they emerged in Latin America’s 1968: the emergence of Brazil’s Cinema Novo, Cuba’s imperfect cinema, and militant documentary across the region; the rise of rick and activist nueva cancion, and also of experimental aesthetics in music, theatre, art and performance – tropicalia, nova objetividade, media art, happenings; the apogee of student activism and the counterculture in Brazil, Mexico, and Argentina, as well as its most harsh repression through the end of the “dictablanda” or “soft dictatorship” in Brazil, the massacre of Tlatelolco in Mexico, and, in 1969, the repression of the “Cordobazo” in Argentina.
Internships

LATC-GA 3050 Internship Seminar
Friday, 11:00am – 1:00pm
Pamela Calla
KJCC 404

Columbia Cross-listed courses

LATC-GA 2532 Puerto Rico Under U.S. Rule
Angel Collado-Schwarz
Wednesday, 2:10pm - 4:00pm
802 International Affairs Building
Christopher Columbus was the first European to visit Puerto Rico in 1493 claiming it for Spain. Four centuries later, in 1898, Spain ceded it to the United States as war bounty of the Spanish American War. The course will review Puerto Rico before the US invasion and its unique culture integrated by the native Indian, Negro and white races. It will also address why the United States was interested in controlling the Caribbean. Once the US invaded Puerto Rico, were the US soldiers welcomed by the local citizens? Was Puerto Rico destined to become a State of the Union, like other acquired territories? Were Puerto Ricans eager to become a State? How was the relationship between Puerto Rico and the United States during the first decades of the Twentieth Century? Why was the US citizenship imposed on Puerto Ricans in 1917 and what was the reception in Puerto Rico?

LATC-GA 2535 Popular Revolts in 19th Century Brazil
Monica Duarte Dantas
Thursday, 2:10pm - 4:00pm
802 International Affairs Building
For long scholars have been studying the rebellious movements that rattled Brazil after its Independence and during the so-called Regency period. The majority, though, devoted themselves to the understanding of the political and economical elites’ whom either took the lead in such occasions or whose interests were at stake, either by joining or fighting the rebels. Thus, no particular attention was generally paid to those who actually fought those battles, the poor free (native Americans included) and freed people that amassed the majority of the country’s population. Men and women that had their own demands and expectations, a population that not only took up arms, but occasionally also ended up leading the upheavals. If that is the case concerning rebellions that broke out during the First Reign and the Regency, historical accounts regarding upheavals that occurred from the 1850s on are even scarcer. In the past decades, though, impressive new interpretations on popular revolts during the Empire have totally changed that scenario, enabling scholars in general to reappraise how the free and freed poor (either of Portuguese, African or Native American descent) and, of course,
slaves (were they born in Africa or in Brazil) experienced changes, or continuities, brought by the country’s independence and the long process of State building.
In order to do so, multiple readings – whose authors address questions regarding the last decades of the 18th century or the final years of the Brazilian Empire (remembering that slavery was only abolished in 1888, roughly 18 months before the Republican coup) – shall enable students to further their knowledge regarding not only Brazilian History, but also specificities and interpretations (in time, space and social composition) of an array of different movements, were they insurrections, rebellions, seditions, riots and so on.

LATC-GA 2539 Sound, Nature, Archive in Latin America
Monica Duarte Dantas
Thursday, 2:10pm - 4:00pm
701C Dodge Hall
The Objective of this course is to address different debates that have coalesced around the growing and increasingly formalized field of sound studies and put them in relation to Latin America and the Caribbean theories of acoustic signification. The course is organized around the anthropological turn to ontology in Latin America and its imbrications with listening and literature.
LATC-UA 361 Language in Latin America (same as LING-UA 30)
Gregory Guy
Tuesday, Thursday, 12:30pm – 1:45pm
GCASL, room 279
Considers the dialectology of Latin America: how and why American varieties of Spanish and Portuguese differ from European varieties, as well as the distribution and nature of dialect differences in different regions of the Americas. Examines sociolinguistic issues, such as class and ethnic differences in Spanish and Portuguese in the Americas, the origin and development of standard and nonstandard varieties, and the effects of contact with Amerindian and African languages. Considers Spanish- and Portuguese-based creoles and the question of prior creolization in the popular speech of Brazil, Cuba, and other areas with a substantial population of African descent. Other topics include bilingualism, code switching, language attitudes, the impact of contact with English, and the present status of indigenous languages. There will be a recitation section linked to this course.

LATC-UA 374 Brazilian Short Story (same as PORT-UA 830)
Marta Peixoto
Tuesday, 2:00pm – 4:30pm
Tisch LC15
This course, CONDUCTED IN PORTUGUESE, introduces students to Brazilian literature and culture through the discussion of short texts, and stresses reading, writing, and oral communication in Portuguese. We will read a selection of stories by major Brazilian writers (Machado de Assis, Lima Barreto, Mario de Andrade, Graciliano Ramos, Clarice Lispector, Rubem Fonseca, and Marilene Felinto, among others), published in a time period that spans about a century, and that are narrated in the first person. These stories, ranging from the semi-autobiographical to the distinctly fictional, will allow us to consider the multitude of purposes which the strategy of first-person narration can serve and to observe how these apparently self-centered narratives can represent broad aspects of Brazilian culture and often convey a sharp critique of Brazilian society. We will also view films directed by José Padilha.
(Tropa de Elite), Fernando Meirelles (Cidade de Deus), Consuelo Lins (Babás), and Eduardo Coutinho (Jogo de Cena) that put on display or call into question the special status granted by our culture to true, first-person stories. The students will write three short papers. The first two will be analyses of first-person texts read in the course; the third may be first-person narrative of their own composition.

**LATC-UA 452 Fictions of Power: Dictators (same as SPAN-UA 732)**
Sibylle Fischer
Monday, Wednesday, 3:30pm – 4:45pm
25 West 4th St, room C13
Some of the seminal literary texts in Spanish American literature are about tyranny and tyrants. These include novels by famous “boom” authors like Gabriel García Márquez, Alejo Carpentier, Mario Vargas Llosa, and Roa Bastos, and more recent works by Luisa Valenzuela, Roberto Bolaño, and Julia Alvarez, among others. Set in different areas of Latin America and in different historical moments (Chile, Argentina, the Caribbean), these literary texts offer unique insights into the operations of unlimited power, the fantasies that underwrite and sustain dictatorial rule, the role of violence, the psychology of fascism and militarism, the seductions of populist promises, and the overwhelming importance of gender and sexuality in establishing and maintaining a tyrannical regime.

**LATC-UA 453 Intro to Latin America: American Heterotopias (same as SPAN-UA 760)**
Jens Andermann
Tuesday, Thursday, 3:30pm – 4:45pm
25 W 4th St C15
Intro to Latin America: American Heterotopias (in English). The way in which places interrupt the continuity of space, yet also provide order and orientation within it, has been key to the mapping of the New World since the beginnings of Conquest as well as in indigenous and Afro-American cultures and cosmologies. ‘Heterotopias’, a term coined by French philosopher Michel Foucault, are particular kinds of places located both inside and outside the spatial continuum: museums, gardens, asylums and hospitals but also boats, colonies and islands. But why American heterotopias? If the ‘New World’ has often functioned as a heterotopia of the Old, the colonial organization of space in the Américas also triggered a proliferation of heterotopic sites: internal frontiers in city and landscape that expose the violent and contradictory foundations of societies, from slave cemeteries to clandestine torture camps and strip-mined mountains. Yet heterotopias are also sites of radical experimentation and freedom, from Thoreau’s cabin to urban hangouts of counterculture and sexual dissidence from tango to camp. Today, at a time of intensifying extractivism and against the backdrop of global warming, new kinds of in-between spaces are emerging, including the ‘blossoming’ deserts in the Andean foothills, irrigated by melting glaciers, or the post-deforestation wastelands in the Amazon. This course will encourage students to explore physical as well as virtual places and to contribute to the production of a dynamic, online-based archive containing and connecting the audiovisual and written materials unearthed over the course of term. This web archive, hosted by NYU Libraries, will grow over
time to become a source of study in its own right for successive cohorts taking the course.  
Prerequisite: SPAN-UA 200 OR APPROVAL OF DUS.

LATC-UA 454 Latin American Theatre: Congesting Hegemonic Masculinities in the Americas (same as SPAN-UA 761)  
Ana Alvarez  
Wednesday, 4:55pm – 7:35pm  
KJCC 404  
Latin American Theatre: Contesting Hegemonic Masculinities in the Americas (in English). From scaremongering against ‘Mexican rapists’ in the U.S. presidential elections to cultural self-representations of Latino men as the tropical (passionate, violent, spontaneous) ‘other’ of white Anglos, hegemonic constructions of masculinity on both sides of the Río Grande have always been closely implicated with one another. Subtle or explicit forms of racialization underwrite the (over-)performance of male heteronormativity, be it in the relation between the U.S. ‘selfmademan’ and the foundational violence of the ‘frontiersman’, cleaning the slate of the (white-supremacist) nation, or in the hyper-aggressive honor code of the Latin ‘macho’ (forever avenging—according to Mexican poet and essayist Octavio Paz–the colonial blemish of his mestizo origins). In this course, we shall attempt to deconstruct such hegemonic and essentializing visions, by looking into their historical emergence and mutual implications, as well as their close relations with socio-economic processes such as women’s entry into the Fordist industrial workforce or the history of labor migration in the Americas. How have late-capitalist forms of precarious labor contributed to the erosion and/or re-assertion of traditional, patriarchal gender roles and relations? In what ways have neoliberalism and globalization produced ‘glocal’ forms of male violence? Finally, how have these been contested by women and sexual minorities both historically and in the present? In particular, we shall analyze and compare here the recent movements against femicide (and ‘travesticide’) that have mushroomed all across Latin America, as well as the January 21 Women’s March on Washington.

LATC-UA 600 La Ciudad Sexuada: Trabajo Sexual y Geografias  
Ana Alvarez  
Friday, 9:30am – 12:15pm  
25 W 4th St C7  
In a comparative analysis of three major and iconic cities of the Americas, in this course we will study the key importance that sex work has had for the symbolic and material development of urban modernity. All three cities have been hubs of national as well as overseas migration and, as such, they have also been a focal point of regional and even international economies of prostitution. In the course, we are going to compare the historical geographies of urban sex work, its cultural representations and relations to discourses of race and criminality. Further, we shall look at the interplay between the repressive urban politics of dictatorship and of ‘zero tolerance’, on the one hand, and the emergence of niche markets and countercultural spaces, on the other (relations between sex work, underground cultural forms such as film and comics, spaces such as bars and public restrooms, etc.). Trans/travesti prostitution appears, as we shall see, in this very context. In more recent years, we shall look at territorial disputes over the
neoliberal city in terms of gentrification, real estate speculation, and the commodification of intimacy (with the effect of, simultaneously, an attempt to ‘cleanse’ urban space and a rapid expansion of the sex market). How, finally, have organizations of sex workers and queer/sexual rights movements responded, in Latin America and the U.S., to these continuously increasing tensions?