Kreyòl Language courses
LATC-UA 121 Elementary Haitian Kreyòl I
Wynnie Lamour
Monday, Wednesday, Fridays, 12:30PM-1:45PM
KJCC 404
Graduate students may register under the graduate listing LATC-GA 2965 Haitian Kreyol in Context
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-à-Pitre, 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, levanjal, vodou tradisyonèl, etc.), as well as with visits to city museums and institutions related to Haiti.

Quechua Language courses
LATC-GA 10 Beginning Quechua I (same as SPAN-UA 81)
Odi Gonzales
Monday, Tuesday, Thursdays, 9:30AM-10:45AM
194 Mercer Street, room 207
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-GA 11 Beginning Quechua II (same as SPAN-UA 82)**
Odi Gonzales
Monday, Tuesday, Thursdays, 11:00AM-12:15PM
194 Mercer Street, room 207

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-GA 20 Intermediate Quechua I (same as SPAN-UA 83)**
Odi Gonzales
Monday, Tuesday, Thursdays, 2:00PM-3:15PM
194 Mercer Street, room 207

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 courses**

LATC-GA 1001 Introduction to Latin American and Caribbean Studies I: Iberian-Atlantic and Colonial Perspectives  
Wednesdays, 4:30pm – 7:00pm  
Amy Huras  
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 and Writing Workshop (Thesis Writing Workshop)  
Thursdays, 10:00am – 12:30pm  
Amy Huras and Pamela Calla  
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 2145 US-Latin American Relations after WWII
Mondays, 2:00pm – 4:30pm
Jorge Castañeda and Columbia University Professor John Coatsworth
7 East 12th Street, room 134
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 1014 Comparative Racisms in the Americas
Thursdays, 2:00pm – 4:30pm
Pamela Calla
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 2030 Slavery, Colonialism, and Revolution in the Caribbean (same as HIST-GA 1809)
Tuesdays, 9:30am – 12:15pm
Ada Ferrer
KJCC 717
Introduction to the major themes and debates of colonial Caribbean history. Begins with the reading of general works on the Caribbean: selections from major texts and classic essays by historians, anthropologists, and literary critics arguing the case for the study of the Caribbean as a unit of analysis. From there, goes on to consider the central themes of the region and the period: slavery, capitalism, and emancipation; colonialism, revolution, and imperialism; nationalism and race. Themes are studied from a variety of approaches and perspectives, from very local microhistorical studies to comparative ones to more sweeping global treatments. Throughout, an attempt is made to bridge the vertical lines that often separate the study of the different linguistic and imperial Caribbeans.

LATC-GA 2304 Audible Geographies (same as SPAN-GA 2967)
Wednesdays, 2:00PM - 4:00PM
Dylon Robbins
19 University Place, Room 405

Audible Geographies: Sounding Race and Place in Latin America, examines ethnographic and musicological discourse through its cinematic and literary imprint. It calls upon a selection of Brazilian and Cuban examples as case studies in a wider array of phenomena spanning Latin America and the Caribbean, while asking what they reveal about the status of sound and the audible, the state, the African diaspora, consciousness, and sociability.

LATC-GA 2968 Islam and the Americas (same as ANTH-GA 1246)
Mondays, 5:00pm – 7:45pm
Aisha Khan
25 Waverly Place, Room 612
More than a quarter of a century ago anthropologist Talal Asad called for scholars to dispense with the convention of approaching Islam in terms of “a fixed cast of Islamic dramatis personae, enacting a predetermined story,” and instead to understand that the coherence of “the world of
Islam is essentially ideological, a discursive representation” (Asad 1986:10-11). Although scholars have come a long way in challenging essentialist representations of peoples and groups, our interventions have not come close to eliminating public sphere stereotypes of fixed casts of characters and predetermined stories, including those about Muslims and Islam. Departing from academic focus on Islam as an “Old World” phenomenon, this interdisciplinary seminar explores Muslims as they craft Islam in the “New World” of the Americas. This regional parsing includes North America, Latin America, and the Caribbean, but, necessarily, also Africa and Asia—linked to the Americas by generations of diaspora populations. We will engage in cross-cultural comparison through probing and challenging key presumptions about this religious tradition and its practitioners, including the ways that “Muslim,” “Islam,” and “religion” are constructed as interpretive categories, and the ways that these constructions present symbolic, and other distinctions between “New” and “Old” Worlds. We will not approach Islam simply as an end in itself, as simply a given traced from one place to another in the form of migration, diaspora, genealogical or kindred spirit, or conspiratorial alien. Instead, this seminar is intended to foster a better appreciation of the ways that Islam becomes as well as is, as Muslims (however they may be defined) and those who are not Muslims (however they may be defined) bring Islam to bear on assertions of personhood, contestations of personhood, and the construction of this religious tradition as it serves community-building projects—whether neighborhood, national, or transnational.

**LATC-GA 1020  Anthropology of Food (same as ANTH-GA 1244)**

Wednesdays, 5-7:45pm, ANTH-GA 1244
Thomas Abercrombie
25 Waverly Place, first floor conference room

**Graduate courses of Interest**

**DRAP-GA 1048 International Studies in Human Rights**
Peter Lucas
Thursdays, 6:00pm – 9:00pm
Waverly Building, Room 366
In this graduate seminar, students will study international human rights standards, topical case studies in Latin America, the role of international and local NGOs in the human rights movement, popular resistance and social movements in the Latin American human rights movement, the role of media and representation in reporting and promoting human rights, educational initiatives for human rights, and the many choices society has after collective violence.

**FOOD-GE 2288 – Advanced Topics in Food Systems: The Politics of Food Sovereignty**
Gustavo Setrini
Wednesdays, 6:45 pm – 8:25 pm
Education Building, Room 1078
Course Description: This course focuses on contemporary political struggles for control of agrifood systems. The course examines the relationship between the capitalist development of agrifood systems and national sovereignty and focuses on Latin America, a major U.S. agricultural trading partner. Students will review recent research on topics, such as trade integration, land grabbing, food systems financialization, states and contemporary agrarian policies, agroecology, and transnational peasant movements.

**Columbia courses**

*Students may take the following courses offered at Columbia University. Please follow the approved procedures carefully when registering for a Columbia course. These procedures can be found in the Consortium Registration Form at the front desk. More information about the courses may be found on Columbia University's website.*

TBD