



**NYU**

**CENTER FOR LATIN AMERICAN  
AND CARIBBEAN STUDIES**

## **Fall 2021 CLACS Course Descriptions**

The Center for Latin American and Caribbean Studies (CLACS) is pleased to share its Fall 2021 course offerings. Graduate-level courses at CLACS are open to graduate students from all schools at New York University and doctoral students in the Inter-University Doctoral Consortium. Advanced undergraduate students at New York University may apply for some graduate-level courses. CLACS offers a Master's Degree in Latin American and Caribbean Studies as well as joint programs with Global Journalism, Museum Studies, Law, and Library Sciences. [Learn more here.](#)

Undergraduate students are encouraged to consider the major or minor in Latin American Studies administered jointly by CLACS and the Department of Spanish and Portuguese Languages and Literatures. [Find details here.](#)

Language courses at CLACS are open to all undergraduate and graduate students from all schools at NYU.

### ***Language Courses:***

Elementary Haitian Kreyòl I  
Haitian Kreyòl in Context  
Elementary Quechua I  
Elementary Quechua II  
Intermediate Quechua I  
Mixtec (CUNY Mexican Studies Institute)  
Nahuatl (CUNY Mexican Studies Institute)

### ***Graduate Seminars:***

Introduction to Latin American and Caribbean Studies I: Iberian-Atlantic and Colonial Perspectives  
Research & Writing Workshop  
Latin American and Caribbean Geographies of Knowledge  
Queer Corporalities in Latin America: Imaginaries, Technologies, Politics  
Comparative Racisms In The Americas  
U.S. - Latin American Relations: WWII to the Present  
International Studies in Human Rights (cross-list from XE: Experimental Humanities)

Critical Race Theory: Intellectual Histories and Social Practice (cross-list from Department of Anthropology)

¡Huracan! Cultural Imaginaries, Political Memory, and Environmental Catastrophe in the Americas (cross-list from Department of Comparative Literature)

Internship Seminar

Reading & Research Independent Study

***Undergraduate Courses:***

Brazil and the Global Sixties

Informal Empire, U.S.-Latin American Relations

***For More Information***

Please email CLACS Admin Aide Johanna Morales for any permission codes to register at [jm8206@nyu.edu](mailto:jm8206@nyu.edu).

Questions regarding these courses or any items related to course registration should be directed to CLACS Program Administrator Gabriel Magraner at [gmagraner@nyu.edu](mailto:gmagraner@nyu.edu).

# Indigenous and Diasporic Languages

## Haitian Kreyòl

**Undergraduate | LATC-UA 121-001 Elementary Haitian Kreyòl I**

**Graduate, for credit | LATC-GA 2965 Haitian Kreyol in Context**

Wynnie Lamour

Monday, Wednesday, Friday, 12:30pm – 1:45pm

Instruction Mode: [In-Person](#)

**\*Please note, CLACS MA students can enroll in a 0-credit option by enrolling through the course number LATC-UA 121-002 (section 002).**

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 resources from city museums and institutions related to Haiti.

LATC-GA 2965-002 Haitian Kreyol in Context is intended for graduate students; classroom instruction coincides with LATC-UA 121 and includes additional work for graduate students, tailored to their research needs.

## Quechua

**Undergraduate | LATC-UA 101 Elementary Quechua I**

**Graduate, for credit | LATC-GA 10 Elementary Quechua I**

Odi Gonzales

Tuesday, Thursday, Friday 9:30am – 10:45am

Instruction Mode: [In-Person](#)

**\*Please note, CLACS MA students can enroll in a 0-credit option by enrolling through the course number LATC-UA 101-002 (section 002).**

Quechua is the most important and most widely spoken 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 10 is intended for graduate students; classroom instruction coincides with LATC-UA 101 and includes additional work for graduate students, tailored to their research needs.

**Undergraduate | LATC-UA 102 Elementary Quechua II**  
**Graduate, for credit | LATC-GA 11 Elementary Quechua II**

Odi Gonzales

Tuesday, Thursday, Friday 11:00am – 12:15pm

Instruction Mode: In-Person

**\*Please note, CLACS MA students can enroll in a 0-credit option by enrolling through the course number LATC-UA 102.002 (section 002).**

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LATC-GA 11 is intended for graduate students; classroom instruction coincides with LATC-UA 102 and includes additional work for graduate students, tailored to their research needs.

**Undergraduate | LATC-UA 103 Intermediate Quechua I**  
**Graduate, for credit | LATC-GA 20 Intermediate Quechua I**

Odi Gonzales

Tuesday, Thursday, Friday 2:00pm – 3:15pm

Instruction Mode: In-Person

**\*Please note, CLACS MA students can enroll in a 0-credit option by enrolling through the course number LATC-UA 104.002 (section 002).**

Quechua is the most important and most widely spoken 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.

LATC-GA 21 is intended for graduate students; classroom instruction coincides with LATC-UA 104 and includes additional work for graduate students, tailored to their research needs.

## **Mixteco & Náhuatl (CUNY Mexican Studies Institute)**

CLACS is a member of the Indigenous and Diasporic Languages Consortium (IDLC). The Consortium allows currently enrolled students from each institution to study languages at the other, and provides research and resources to support and promote the teaching and learning of these languages. Students are invited to consider enrolling in Mixteco and Nahuatl taught at the CUNY Institute of Mexican Studies at Lehman College. For more information, contact CLACS and visit <http://idlc.nyc>.

## Graduate Seminars

### **LATC-GA 1001 Introduction to Latin American and Caribbean Studies I: Iberian-Atlantic and Colonial Perspectives**

David Klassen

Wednesday, 4:55pm - 7:25pm

Instruction Mode: In-Person

**\*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

Pamela Calla, Ana G. Alvarez

Instruction Mode: In-Person

**\* All second-year CLACS MA are welcome to register for this course.**

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.

### **LATC-GA 2537-002 Latin American and Caribbean Geographies of Knowledge**

Dylon Robbins

Tuesday, 2:00pm - 4:30pm

Instruction Mode: In-Person

In this course, we will take an interdisciplinary and multi-media approach to intellectual history in Latin America and the Caribbean. How have Latin American and Caribbean intellectuals, artists, and activists approached the problems of culture and difference? How have they theorized the state, civil society, the public sphere, borders, violence, and belonging? How have notions of gender, heterogeneity, race and ethnicity, and nationalism related to their historical contexts and involved unique understandings of the body, sensorial experience, and perception? How does their work involve challenges to the frequently monolingual and imperial geographies of knowledge production? We will read and discuss a selection of works by Lélia Gonzalez, Sayak Valencia, Silvia Rivera Cusicanqui, Gilberto Freyre, Marilena Chaui, Fernando Ortiz, Suely Rolnik, Roberto Schwarz, Ángel Rama, Ailton Krenak, C.L.R. James, Frantz Fanon, Suzanne Césaire, Glauber Rocha, Gloria Anzaldúa, José Carlos Mariátegui, and others.

### **LATC-GA 1020-002 Queer Corporalities in Latin America: Imaginaries, Technologies, Politics**

Ana G. Alvarez

Tuesday, 11:00am - 1:30pm

Instruction Mode: In-Person

In this course, we will analyze the transformations across the late twentieth and early twenty-first century, of embodied forms of queer identities, particularly travesti and Trans, in the Americas, as a way of problematizing wider constellations of affect, desire and consumption in the hemisphere as well as to inquire into the gendered dimensions of migration and transnational constellations of sexual citizenship. Trans subjectivities constitute a particularly rich prism through which to read this wider social and cultural arena, thanks to the exceptionally creative and accelerated ways in with which travesti and trans subjects and collectives have absorbed, resignified, and/or accentuated changes in biomedical technologies, shifts in familial and productive relations and their mass-media expressions, embodiments and fashion regimes. All of these, furthermore, also find a resonance chamber in the sex market at the same time as they trigger institutional as well as societal violence from prison regimes to “crimes of passion”. In reconstructing these changing imaginaries of dissident/transformative embodiments of sexuality and gender –from locas and maricas to travestis and trans persons– we shall begin by

analyzing some historically and geographically specific articulations of queerness from colonial to high-modern Latin America, before zooming in on contemporary legal and biopolitical reconfigurations of gender identity as well as on the interrelations of these with trans-American migrations and broader questions of citizenship and precarization as well as the emergence of new biomedical and pharmacological technologies that facilitate a more diverse and fleeting range of transitional genders.

### **LATC-GA 1014 Comparative Racisms In The Americas**

Pamela Calla

Thursday, 2:00pm - 4:30pm

Instruction Mode: In-Person

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 2531 U.S. - Latin American Relations: WWII to the Present**

Jorge Castañeda

Monday, 2:00pm - 4:30pm

Instruction Mode: In-Person

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 the 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 1048 International Studies in Human Rights (same as CEH-GA 1048)**

Peter Lucas

Thursday, 6:00pm - 9:00pm

Instruction Mode: In-Person

The purpose of this class is to introduce students to international human rights and the movement's relationship to the field of comprehensive peace education. Throughout the course, we will distinguish between "negative peace" and "positive peace." Negative peace refers to the practices to limit and prevent war and collective violence. We'll take a very holistic approach to violence because many human rights violations can be considered as forms of violence. More often than not, the response to serious violations is enacted from a negative peace perspective in order to quell the immediate violence. Unfortunately, negative peace practices do not necessarily get at the root causes of the violations nor do they strive for substantive social change. Students will be exposed to the international standards, the historical generations of human rights, and the basic conceptions and distinctions of human rights. Students will learn about international human rights organizations, how local NGOs "respond" to violations, and the role of peace education (both formal and non-formal) in promoting human rights and a culture of peace. Throughout the course, students will also be exposed to the issues surrounding human rights and representation and the various representational strategies such as reports on violations, personal narratives, journalism, documentary film, photo reportage, web sites, and other medias. And finally, students will have the opportunity to explore research interests concerning human rights and peace education.

### **LATC-GA 1014-002 Critical Race Theory: Intellectual Histories and Social Practice (same as ANTH-GA 1253-001)**

Aisha Khan

Monday, 4:55pm - 7:25pm

Instruction Mode: In-Person

This seminar explores emergent forms of racism in the Americas and considers their impact on intercultural relations, racial and economic justice, and democracy. The emergence of these "new racisms" is largely uncharted terrain in the social sciences; we explore this phenomenon in

relation to what some have called a “post-racial” present defined by larger processes of economic and cultural globalization and transnational migration.

**LATC-GA 2539 ¡Huracan! Cultural Imaginaries, Political Memory, and Environmental Catastrophe in the Americas (same as COLIT-GA 3954)**

Ana Dopico

Friday, 11:00am - 1:45pm

Instruction Mode: In-Person

Inspired by the work of poets, writers, theorists, philosophers, and artists from the Caribbean and the U.S. South, this seminar lives in the figural eye of hurricanes, in a space of thought that probes the aesthetics, poetics, politics and radical invention that emerge from traumatic environmental memory and climate catastrophe. We will consider the historical, environmental, cultural and political impact of major hurricanes in the Caribbean and the U.S. South. We will trace "hurricane generations" in cultural production: how Hurricane Abby, Andrew, Katrina, and María and others created maelstrom of danger, destruction, and generative power in culture. We will map the geopolitics of hurricanes, and consider the tension between the aesthetics, the empirical, and the everyday imaginaries of hurricanes. We will take up vanguard movements and interdisciplinary crossings between poetics, prose, anthropology, art, and cultural theory. We will move from Fernando Ortiz's signal *El Huracán* to Zora Neale Hurston's *Their Eyes Were Watching God*, to Kamau Brathwaite, Derek Walcott, Guillén, Franketienne, Dionne Brand, Edouard Glissant, Sylvia Winter, and others who write hurricane poetics and hurricane philosophy. We will consider the genealogy of the hurricane in painting and the arts, from Winslow Homer's *Hurricane in the Bahamas* to the realm of environmental art like Teresita Fernández's work in *Maelstrom*. We will consider a range of work from Cuban, Dominican, Haitian and Puerto Rican and U.S. arts and culture emerging from hurricanes through art, literature and film.

**LATC-GA 3050 Internship Seminar**

Friday, 11:00am - 1:30pm

Pamela Calla

The aim of the internship is to provide an intensive work experience for competitive entry or advancement in a profession that involves work dealing with Latin America or the Caribbean. Each student will be responsible for securing their own internship. The internship instructor will provide advising and contacts, when available. Students will decide in advance how many credits they will seek; students who work at least 8 hours per week for a semester receive 2 points and students who work 16 hours per week for a semester receive 4 points. The internship is offered for graded credit. Over the years, CLACS has been able to establish internship opportunities within a range of organizations and institutions in the New York City area. From NGOs focusing on political activism at the grassroots level to educational or development advocacy work on a global scale, students have been able to benefit from the structured flexibility offered by these professional development opportunities. Focusing on varied topics such as media, performance, migration, art, economy, culture, law, students have been able to

articulate their academic interests with advocacy and activist work beyond the confines of the university. Students have also been able to enrich the institutions and organizations where they are hosted as interns, bringing scholarship and different perspectives on the region to important work related to Latin America.

## **Undergraduate Courses**

### **LATC-UA 601 Brazil and the Global Sixties (lecture) (same as HIST-UA 721)**

Cos Tollerson

Tuesday and Thursday, 12:30pm – 1:45pm

Instruction Mode: In-Person

Across the globe, the 1960s are remembered as a time of dramatic cultural, social, and political tumult. This course will explore how several of the trends associated with decade—from youth rebellion and cultural revolution to state repression and moral panic—played out in Brazil. The initial lectures will introduce “the Global Sixties” as an object of popular and scholarly fascination, while considering transnational trends from the post-World War II era—such as urbanization, the growth of the middle class, and the rapid expansion of mass media networks—that set the stage for the dramatic tensions and transformations the course explores. In subsequent weeks we will critically engage topics including: the liberation philosophies that motivated youth radicalization; approaches to fomenting revolution; changes to artistic aesthetics as well as ideas about the political role of artistic production; the impact of the “sexual revolution” on gender hierarchies, ideas about masculinity and femininity, and attitudes toward non-normative sexuality; the conservative moral panic about changing behaviors and the erosion of hierarchies; the dynamics of state repression; and, lastly, the counterculture.

### **LATC-UA 600-002 Informal Empire, U.S.-Latin American Relations (seminar) (same as HIST-UA 744)**

Cos Tollerson

Tuesday, 4:55pm – 7:40pm

Instruction Mode: In-Person

There are few issues more contentious in U.S. politics today than immigration and asylum. This seminar offers students the opportunity to develop a deeper understanding of these ongoing controversies and recurring “border crises” from a variety of perspectives, including legal history, government record keeping, rhetoric, and critical race theory. We will pay special attention to the relationship between U.S. immigration policies and national politics in the Caribbean, Mexico, and Central America. Assessment: The main project for the seminar will consist in mapping immigration and/or asylum data as gleaned from official sources onto events in the countries of origin. Students will be able to choose among a variety of formats including essay, visualization, and creative compilation and annotation of source materials such as newspaper photographs, posters, caricatures, etc. The goal will be to tell a compelling story that would give a non specialist audience the tools to interrogate received wisdom about migration, immigration, and asylum in the U.S.