



NYU

**CENTER FOR LATIN AMERICAN
AND CARIBBEAN STUDIES**

FALL 2019

**please check the CLACS online course listings page for the most up-to-date listings*

Language courses

Kreyòl Language courses

LATC-UA 121 Elementary Haitian Kreyòl I

Wynnne 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

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

60 5th Ave, Rm 202

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

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

25 West 4th St, room C15

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LATC-UA 103 Intermediate Quechua II (same as SPAN-UA 84 and LATC-GA 20)

Odi Gonzales

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

60 5th Ave, Rm 202

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Graduate courses

Core course

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

Daniel Mendiola

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 2531 U.S. Foreign Relations in Latin America

Jorge Castañeda

Monday, 2:00pm – 4:30pm

45 W 4th St, RB02

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

Peter Lucas

Thursday, 6:00pm – 9:00pm

60FA_125

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.

Internships

LATC-GA 3050 Internship Seminar

Friday, 11:00am – 1:00pm

Pamela Calla

KJCC 404

Undergraduate courses

LATC-UA 651.001: Topics in Caribbean Studies - Making History: Culture and Politics in the Caribbean

Sibylle Fischer

Monday, Wednesdays 2:00pm-3:15pm

KJCC 404

In this seminar, we will study the culture and politics of the Caribbean. The class is organized around key moments of Caribbean history: "Discovery," slavery and the struggles against it, colonialism and independence movements, U.S. occupations, dictatorships and revolutionary movements, the massive growth of a Caribbean diaspora, and the transformation of the Caribbean islands into so many tourist destinations. While the Spanish-speaking islands (Cuba, Puerto Rico, Dominican Republic) are at the center, the French and English-speaking Caribbean, and questions that concern the Caribbean As a region, will be part of the discussion. Readings are drawn from primary sources (slave testimonies, declarations of independence, revolutionary discourses), literary texts, film, and important essays in cultural studies/critical theory, anthropology, and history.

The class will be taught in English. Reading in the original language is encouraged. Films are on reserve at Avery Fisher Center in Bobst Library. Some films may also be available through Netflix or other venues. Please make sure you give yourself time to watch them, and take notes while you watch. All excerpted texts and essays are available through NYU Classes or the indicated links. It is the students' responsibility to check the NYU Classes site regularly for updates.

Required books (available for purchase at the NYU Bookstore):
Jamaica Kincaid, *A Small Place* (1988, Antigua)
Aimé Césaire, *Discourse on Colonialism* (1950/1955, Martinique)
Carpentier, *The Kingdom of this World* (1949, Cuba)
Junot Diaz, *The Brief Wondrous Life of Oscar Wao* (2007, US/DR)

Columbia Courses

LATC-GA 2532 Puerto Rico Under US Rule

Angel Collado-Schwarz

Wednesday, 2:10pm - 4:00pm

Location TBA

The course will address why the United States was interested in controlling the Caribbean at the end of the 19th Century and why was Puerto Rico important to the US. Was Puerto Rico destined to become a State of the Union like other previous territories? How was the relationship between the US and PR during the first decades of the 20th Century? Why was the US citizenship granted to the Puerto Ricans in 1917? The course will review the key events during the second part of the 20th Century like Operation Bootstrap, the establishment of the Commonwealth and the role of the Island during the Cold War. Will discuss the 21st Century with the collapse of the economic model, bankruptcy, Congress ruling over the Island and the aftereffects of the two hurricanes in 2017. The course will close with the discussion of the future options for Puerto Rico.

LATC-GA 2535 Film, TV and Internet in Brazil

Instructor TBA

Thursday, 4:30pm – 7:00pm

Location TBA

This course highlights the process of diversification of platforms, forms, and voices through which film, television, and the internet have taken part in what might perhaps be called the most democratic period in the history of this highly unequal Southern country. The idea is to discuss the diversification of the audio-visual scene, and the emergence of new political and social cultural voices in a process that started in the mid-eighties, and that has intensified, with the advent of cable television, the internet, YouTube, VOD, and with the emergence of specific public policies to finance film.