



**NYU**

**CENTER FOR LATIN AMERICAN  
AND CARIBBEAN STUDIES**

## **SPRING 2020**

### **Language courses**

#### **Kreyòl Language courses**

##### **LATC-UA 121 Elementary Haitian Kreyòl I**

Wynnie Lamour

Monday, Wednesday, Friday, 11:00am – 12:15pm

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.

##### **LATC-UA 122 Elementary Haitian Kreyòl II**

Wynnie Lamour

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

KJCC 404

*Open to graduate students from all schools at NYU, and any doctoral student in the Inter-University Doctoral Consortium. Graduate students may register under the graduate listing LATC-GA 2965 Haitian Kreyol in Context (Section 002)*

Haitian Creole is spoken by Haiti's population of nine million and by about one million Haitians in the U.S. including nearly 200,000 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. This course is intended for students who already have a basic comprehension of the grammar structure,

sounds, and vocabulary of Haitian Creole. Students will be guided to a more advanced introductory level of the Haitian Creole language to further develop speaking, reading, writing, and listening skills. A communicative approach will be used, balanced with grammatical and phonetic techniques. Classroom and textbook materials are complemented by work with film, radio, and music (konpa, rasin, twoubadou, rap, raga, levanjil, vodou tradisyonèl, etc.), as well as with visits to city museums and other institutions related to Haiti. At the end of the course, students will be better able to conduct a conversation in Haitian Creole and have a better command of Haitian vocabulary and grammar within a relevant cultural context. Course in Beginning Haitian Kreyòl, for graduate students with interests in research and/or professional work related to Haiti or Haitian communities.

## **Quechua Language courses**

### **LATC-UA 101 Elementary Quechua I (same as SPAN-UA 81 and LATC-GA 10)**

Odi Gonzales

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

7E12 Room 134

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 Elementary Quechua II (same as SPAN-UA 82 and LATC-GA 11)**

Odi Gonzales

Monday, 11:00am – 12:15pm 194M Room 210

Tuesday, Thursday 11:00am – 12:15pm KJCC Room 404

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 651 Topics in Caribbean Studies Cuba: History and Revolution**

Ada Ferrer

Tuesday, Thursday 11:00AM - 12:15PM

25W4 Room C20

## **Graduate courses**

### **Core course**

#### **LATC-GA 2001 Intro to Latin American and Caribbean Studies II: Hemispheric and Postcolonial Perspectives**

Pamela Calla

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.**

Part II of the required introductory course sequence begins with the independence era. Students learn about contending paradigms of sovereignty, patrimony, liberalism, citizenship, and development. The course explores continuing problems of inequality and the impact of pressure by other countries and international organizations on political and economic arrangements in the region. Alongside such issues, students are introduced to expressive culture and the arts, to competing paradigms of formal and commemorative memory and history, and to the emergence of tourism and the UNESCO-associated “culture industry.” The course ends with in-depth analysis of the impact of globalization, neoliberal policies, emerging social movements, increased political participation and decentralization of governance, and the rise of populist governments.

## **Seminars**

#### **LATC-GA 1045 Human Rights in Latin America (same as DRAP-GA 1045)**

Peter Lucas

Thursday, 6:00pm – 9:00pm

KJCC 404

In this graduate seminar, students will examine human rights case studies in Latin America, popular resistance and social movements in Latin America, the role of media and representation in reporting and promoting human rights, and educational initiatives for human rights. We will especially study the many choices society has after collective violence. Latin America remains a fascinating region to study human rights as the last two decades have stood out as a period of

reckoning and bearing witness of past atrocities. In the wake of serious violence, countries continue to struggle with issues of justice, reconciliation, truth, remembering, and healing. Over the years there have been many different responses to collective violence in Latin America and these strategies continue to evolve and change. This course will study the range of these responses not only to reconcile human rights violations of the past but also to build a culture of human rights and peace in the future.

### **LATC-GA 1014.001 Bordering the Americas**

Daniel Mendiola

Wednesdays, 2:00PM - 4:00PM

KJCC 404

The purpose of this course is to examine the creation and proliferation of national bordering regimes throughout the Americas, evaluating how the meanings of borders have changed over time, as well as how bordering practices have impacted people in different places and times. The first section of the course examines the meanings of borders, addressing the questions: what did borders mean for early nations? And why has constraining migration come to be one of the most salient meanings of borders? The rest of the course will then consider the impact of bordering regimes, asking: what bordering practices have nations used to constrain migration? And how has this affected people? The course will consider examples of border policies and human migrations in countries throughout the Americas including North America, Central America, South America, and the Caribbean.

### **LATC-GA 1014.002 Critical Race Theory**

Aisha Khan

Tuesday, 2:00PM - 4:45PM

25 Waverly Place, Room 102

This seminar will explore classic and recent work that defines the expanding field of critical race studies. We will inquire into the work of race: the ways that theory is shaped by practice and practice is guided by theory. Our readings will be interdisciplinary and will include thinkers from the 19th, 20th, and 21st centuries who have grappled with definitions of "race," with the ways that race intersects with other categories of identity, and with the potential for the concept of "race" to inform anti-racist forms of agency and practice. SAME AS ANTH-GA 1253

### **LATC-GA 1017 Government & Politics of Latin America**

Patricio Navia

Tuesday, 5:00pm – 7:00pm

KJCC 404

As a social science, political science differs from other disciplines in that its basic object of study is the State and the way individuals and groups of individuals relate, interact and respond to the State. Political parties, institutions and collective behavior of individuals are central components in the field. Thus, political science will often focus more on political parties, the military, government bureaucracies and revolutionary forces than on labor unions, peasants or disposed groups. In short, political science tends to show a bias towards elite studies. Perhaps as a signal

that traditionally disposed groups are acquiring greater political power, non-elite studies have grown and enriched the field in recent years. Yet, the primary research focus continues to be the State and how different groups influence (or seek to influence) the State.

### **LATC-GA 1020.002 Latin American/Latinx New York: Reporting the City**

David Gonzalez

Thursday, 2:00PM - 4:45PM

KJCC 404

New York has been shaped by its Latin American and Latinx residents from the era when the city was home to Caribbean exiles plotting to overthrow Spanish colonizers, through the mid-century boom of Puerto Rican New York and the growth of various Latin American immigrant communities. This course will examine how these groups have influenced the city's culture, politics, and religion – and more - through in-class lectures as well as site visits with immigrant organizations, community groups, artists and musicians. The course will also look at how critical issues of representation and agency have been challenged and redefined by Latinx activists and artists. Graduate students with an interest in journalism and/or photography are also welcome to apply.

### **LATC-GA 1020.001 Performance Art in Latin America**

Jill Lane

Tuesday, 1:55PM - 3:55PM

19 University Place Room 223

This course explores performative actions created by artists from Latin America from about 1960 to the present. Operating under such different names as “arte de acción,” “arte no-objetual,” and “body art,” these are deliberate, reflective, and/or interventionist acts that work in the interspace between two and three dimensional arts, between art/life, public/private, museum/street, object/ephemera, body/action. The course explores the different referential fields—aesthetic, theoretical, political—that performance art has engaged, created, and through which it has made its mark. We explore the different publics addressed or conjured through these works, and explore these different modes of address in relation or resistance to cognate institutions (museums, publications, art schools), political projects, or to broader interpellations of the nation, state, and market. Among the areas considered are: early “destructivism” (Raphael Montañez Ortiz, Alejandro Jodorowski) and early political media art (Tucuman Arde, Jacobo Borges); Brazilian neoconcretist art (Helio Oiticica, Lygia Clark); Latin American “happenings” (Marta Minujín, Oscar Masotta); landscape/body art (Ana Mendieta); anti-dictatorship performance in Chile (CADA, Lotty Rosenfeld and the “escena avanzada,” Alfredo Jaar); prostheses and bodywork (Maris Bustamante, Rocío Boliver); media interventions and border works (Coco Fusco, Guillermo Gómez Peña); enactments and responses to “relational aesthetics” (Francis Alÿs) and actions in/towards civil society in postwar, postdictatorship, and/or neoliberal contexts (María Teresa Hincapié, Teresa Margoles, Tania Bruguera, Regina José Galindo). SAME AS SPAN-GA 2968

## **LATC-GA 2304 Feminist and Indigenous Critical Pedagogies: Democratic Challenges in Latin American Education**

Tuesday, 2:00pm – 4:30pm

Pamela Calla

KJCC 404

Students will be given the opportunity to compare and contrast Freire's notion of dialogical education with intercultural and multilingual notions in relation to the construction of democracy and equality. This will provide a basis from which to unravel how state officialization of Intercultural/Multicultural and Bilingual/Multilingual Education involved its depolitization through the fading of its historical critical potential. In this light, we will examine how proponents of such officialization chose to ignore critical pedagogy, critical race theory and most of all the contributions and critiques made by feminists and critical gender theorists of education. The seminar will thus end with the exploration of such feminist critiques and those of indigenous women and men interested in "troubling" the educational arena and taking the legacies and trajectories of Freirean approaches to education and of Intercultural/Multicultural and Bilingual/Multicultural Education proposals a step further.

## **Recommended Courses taught by CLACS Faculty**

### **Internships**

**LATC-GA 3050 Internship Seminar**

Friday, 11:00am – 1:00pm

Pamella Calla

KJCC 404

### **Columbia Cross-listed courses**

TBD

