



NYU

**CENTER FOR LATIN AMERICAN
AND CARIBBEAN STUDIES**

Spring 2021 CLACS Course Descriptions

The Center for Latin American and Caribbean Studies (CLACS) is pleased to share its Spring 2021 course offerings. Course details including the instruction mode for the courses listed below are outlined in this document. Course registration begins Monday, December 7, 2020.

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 (page 3):

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

Graduate Seminars (page 6):

Introduction to Latin American and Caribbean Studies II: Hemispheric and Postcolonial Perspectives
Audible Geographies: Sound and Racialization in the Americas
Feminist & Indigenous Pedagogies
Bordering the Americas
Government & Politics of Latin America
Human Rights in Latin America
Violent Energies: Extractivism and Women's Struggle in the Americas

Slavery, Colonialism, and Revolution in the Caribbean
Latin American Theatre
Internship Seminar
Reading & Research Independent Study

Undergraduate Courses (page 10):

Queer Activisms
Race and Caste
Latin American Body Genres
Latina Feminist Studies
Language in Latin America
Asylum in Crisis & Asylum Practicum

For More Information

Please email CLACS Admin Aide Johana Morales for any permission codes to register at 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.

Indigenous and Diasporic Languages

Haitian Kreyòl

Undergraduate | LATC-UA 121.001 Elementary Haitian Kreyòl I

Graduate | LATC-GA 2965.002 Haitian Kreyol in Context (Section 002)

Wynnie Lamour

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

Instruction Mode: [Online](#)

**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.

Undergraduate | LATC-UA 122 Elementary Haitian Kreyòl II

Graduate | LATC-GA 2965.002 Haitian Kreyol in Context (Section 002)

Wynnie Lamour

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

Instruction Mode: [Online](#)

**Please note, CLACS MA students can enroll in a 0-credit option by enrolling through the course number LATC-UA 122.002 (section 002).*

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 resources from 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.

LATC-GA 2965.002 Haitian Kreyol in Context is intended for graduate students; classroom instruction coincides with LATC-UA 122 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

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

Instruction Mode: Blended (Online & 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

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

Instruction Mode: Blended (Online & 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).*

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 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 104 Intermediate Quechua II
Graduate, for credit | LATC-GA 21 Intermediate Quechua II

Odi Gonzales

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

Instruction Mode: Blended (Online & 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

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>.

Elementary Mixtec II

Elodia Ramirez

Tuesday and Thursday 10:00am - 11:40am

Instruction Mode: Online

Elementary Náhuatl II

Dominga Cruz

Monday and Wednesday 11:00am - 12:40pm

Instruction Mode: [Online](#)

Graduate Seminars

LATC-GA 2001 Introduction to Latin American and Caribbean Studies II: Hemispheric and Postcolonial Perspectives

Wednesday, 4:30pm - 7:00pm

Pamela Calla

Instruction Mode: [Blended \(Online & In-Person\)](#)

***This is a CLACS core course. All first-year CLACS MA students must register for this course. Others are also welcome.**

Complementing the core course in Iberian-Atlantic and Colonial Perspectives offered each fall, this course on Hemispheric and Postcolonial Perspectives 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.

LATC-GA 2590 Audible Geographies: Sound and Racialization in the Americas

Tuesday, 2:00pm - 4:30pm

Dylon Robbins

Instruction Mode: [Online](#)

In this course, we will discuss the different approaches to thinking and talking about music and sound from the vantage point of some of the key paradigms of Latin American and Caribbean cultural and intellectual histories. How do music and sound relate to space, the social, nationalism, race, ethnicity, and embodiment? How have these relationships been described and depicted in writing? We will also examine approaches to music and signification through readings in media theory and sound studies, in order to consider a few historical instances in which music has traveled extensively, finding listeners in a wide array of places. We will revisit, furthermore, the reception and performance of different musics in the Americas and beyond to consider how rhythms and compositions were resituated in different contexts, with particular concern for their roles in bridging between members of the African diaspora. Class discussion and course readings

will be in English, with a few optional selections occasionally made available in Portuguese or Spanish according to student interests.

LATC-GA 2304 Feminist & Indigenous Pedagogies

Thursday, 2:00pm - 4:30pm

Pamela Calla

Instruction Mode: [Online](#)

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 depoliticization 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.

LATC-GA 1014 Bordering the Americas

Monday, 2:00pm - 4:30pm

Daniel Mendiola

Instruction Mode: [Blended \(Online & In-Person\)](#)

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 1017 Government & Politics of Latin America

Tuesday, 4:55pm - 7:25pm

Patricio Navia

Instruction Mode: [Blended \(Online & In-Person\)](#)

This class explores government and politics of Latin America from the 1990s to the present, with a focus on the degree to which countries in the region have succeeded in consolidating democracy since the end of the Cold War. In the 1990s, countries embraced—with different

levels of enthusiasm—the Washington Consensus neo-liberal economic reforms, and electoral democracy became the norm in the region. Many believed Latin America had finally left behind a past of political instability, military coups, populism, revolutionary movements and radical political change. However, consolidating democracy proved to be much more difficult than attaining electoral democracy. In the course we will see that, for the most part, Latin American countries have failed to develop strong institutions and a strong civil society, two characteristics that are often associated with consolidated democracies. The period from 2003 to 2012 (financial crisis notwithstanding) brought unprecedented levels of economic growth in Latin America. The terms of trade were overwhelmingly positive for developing nations. Yet, growth did not result in substantial reductions in poverty and inequality. Why is inequality so persistent in the region? If the good years did not help consolidate democracy, can we expect democracy to fare well in bad years? Although there were problems of democratic consolidation in Peru, Ecuador, and Argentina in the mid 1990s, the election of Hugo Chávez in Venezuela in 1998 seemed to signal broader obstacles/problems for insufficiently consolidated democracies in Latin America. After Chávez, different challenges to democratic consolidation have appeared in Bolivia, Ecuador, Peru, Argentina, Nicaragua, Colombia, Brazil, and Mexico. Are there similarities among them? Are they radically different? Are there regional patterns that we can identify? Through discussion of Latin American history and democratic theory, we will explore different challenges to democratic consolidation in Latin America.

LATC-GA 1045 Human Rights in Latin America (Same as CEH-GA 1045.001)

Thursday, 6:00pm - 9:00pm

Peter Lucas

Instruction Mode: [Blended \(Online & In-Person\)](#)

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 1020 Violent Energies: Extractivism and Women's Struggle in the Americas

Thursday, 10:00am - 12:30pm

Ana Alvarez

Instruction Mode: [Online](#)

Even though “extractive” forms of production are increasingly central to economy and politics across the Americas, their impact on gender relations and on women in particular is often

neglected in discussions on community and environmental rights. Extractivism includes not only the mining of fossil, mineral and pharmacological resources (oil, gas, carbon, metals, bio-prospecting) but also the agro-industrial production of crops and meat and the harvesting of 'renewables' as in large-scale hydro-electric projects ('mega-dams'). Many of these activities are concentrated in indigenous lands, which are "resource-rich" thanks to their great "biodiversity," endangering the survival of individuals and communities through the contaminations of soils and rivers but also the larger socio-ecological impact including expropriation of communal lands, the disappearance of animals of prey, etc. Women bear an especially large burden of extractivist expansion into indigenous and mestizx peasant communities, including not just regular abuse and assassinations of female community activists but also enforced prostitution of women and girls in the boomtown regions of advancing oil, mining, and damming frontiers. State-driven extractive projects have reinforced patriarchal structures within local societies, either by re-empowering men as spokespersons and household chiefs thanks to income drawn from industry-related work or by driving male family members away to seek income in urban centers while women stay behind to care for children and elders in increasingly difficult circumstances of access to food, water and other basic necessities. In the course, we will study some of the ways in which extractivism impacts on the lives of women across the Americas, as well as some forms of community-based resistance that have emerged against these, frequently organized by women and emphasizing the link between economic, political and gendered forms of oppression (Mujeres Creando, or the Sumak Kawsay ("good life") movement in Bolivia and Ecuador, Oceti Sakowin resistance against the Standing Rock pipeline, etc.).

LATC-GA 2537 Latin American Theatre (Same as SPAN-GA 2967.001)

Wednesday, 2:00pm - 4:00pm

Jill Lane

Instruction Mode: [Online](#)

Based in a broad corpus of plays and performances, this course examines Latin American theatre from the 20th and 21st centuries, with a focus on key intersections of theatre with social and political histories of the region. We explore the different meanings of modernist and post-modernist dramatic forms in contexts where the project of industrial modernity has been insecure or incomplete. We draw on mid-century postcolonial Latin American theories culture and consumption, such as antropofagia, transculturation, and the "aesthetics of hunger," and consider "the marvelous real" as a social poetics of scarcity, newly relevant for today's neoliberal regimes. We study the rich legacy of oppositional theatre, considering how theatre practitioners have transformed colonial structures of European theatre into an activist "Theatre of the Oppressed" and how notions of collectivity and collective creation have answered normative relations of labor and spectatorship in the theatre. We consider theatre's function under dictatorship, and its central role in imagining and enacting a politics of memory in the aftermath of state atrocity. We follow more recent experiments with presence, performativity, and refigurations of the "real" on stage, as well as performance projects that engage citizenship, migration, and violence across our shifting neoliberal geographies. Throughout we attend to the region's complex social politics of race, gender, and indigeneity, and students are encouraged to research artists and works beyond the scope of the syllabus. Class will be conducted in

either/both English and Spanish, pending student composition. Reading knowledge of Spanish is required, even as many plays are available in English translation.

LATC-GA 2030 Slavery, Colonialism, and Revolution in the Caribbean (Same as HIST-GA 1809.001)

Monday, 4:55pm - 7:35pm

Ada Ferrer

Instruction Mode: [Online](#)

This course explores major themes and debates of nineteenth- and twentieth-century Caribbean history: slavery, capitalism, and emancipation; colonialism, empire, and revolution; nationalism and race. Themes will be studied from a variety of approaches and perspectives: from very local micro-historical studies, to comparative ones, to more sweeping global treatments. Throughout we will attempt to bridge the vertical lines that often separate the study of the different linguistic and imperial Caribbeans. We will also consider different frameworks for the study of the Caribbean, from traditional area studies, hemispheric studies, transnational US history, African Diaspora and Atlantic World.

LATC-GA 3050 Internship Seminar

Friday, 11:00am – 1:30pm

Pamela Calla

Undergraduate Courses

LATC-UA 600 Queer Activisms (Same as SPAN-UA 401.001)

Tuesday, 9:30am - 12:00pm

Ana Alvarez & Zeb Tortorici

Instruction Mode: [Online](#)

This co-taught undergraduate seminar, "Queer Activisms (Past and Present)," critically thinks through gender, sexuality, and LGBTQI embodiment in Latin America and beyond, from sixteenth century to the present, with a focus on twentieth-century and present-day activist work around art, literature, archives, erotica, and other genres of work. Co-taught by Professor Ana Gabriela Álvarez (an expert in anthropology and gender studies who has conducted sustained fieldwork with travesti and trans-women communities in Buenos Aires since the 1990s) and Professor Zeb Tortorici (an historian of colonial Latin America who works on histories of "sodomy," queer archives, and erotic archival activism in Mexico), the course will introduce students to a diverse range of theories and research methodologies to critically approach the question of "queerness" (and lo cuir) across time and place. Topics to be discussed include, but are not limited to: ideas colonizing constructions of "sodomy," "hermaphroditism," and the category of the "unnatural"; trans and intersex subjectivities from the colonial period to the present; the cultural and mediatic histories of notions such as "marica", "travesti", and "trans" as well as the formation of communities and identities these have informed; HIV/AIDS activism in the past and present; histories of erotica, pornography, and censorship campaigns; the libidinal

politics of the present, and their roots in deep cultural and historical pasts. Ultimately this course asks us to imaginatively critique and expand the intellectual and political potential of "queerness" in terms of intimate connections between past, present, and future.

LATC-UA 211 Race and Caste (Same as ANTH-UA 323.001)

Monday & Wednesday, 12:30pm - 1:45pm

Aisha Khan

Instruction Mode: [Blended \(Online & In-Person\)](#)

Among the most consequential expressions of human social organization are caste and race. Each is a familiar part of the American landscape, caste construed as exotic ("Eastern") and race as homegrown ("Western"), yet both are objects of critique. The presumed differences between caste and race have drawn attention to certain forms of social inequality while discouraging understanding them beyond conventional categories that define certain geographies. Although caste and race are symbols that represent particular master narratives about country and culture, and create and project discrete images of "the other," on-the-ground distinctions between them always have been slippery, with long histories of interaction between them shaped by varying contexts. The goal is that students think in new ways about old categories of identity (their construction, arrangement, and ideological work they perform), in order to forge new empirical and theoretical paths in the cross-cultural, comparative study of inequality and human agency. This seminar will explore these interactions and contexts through wide-ranging, comparative, and interdisciplinary explorations of diverse literatures drawn from classic theories and case studies, including theories of caste and race; histories of activism, social movements, and global intellectuals; articulations of class, race, caste, and gender; and literary and cinematic imaginaries. Geared for students who have had a basic course in anthropology, history, cultural studies, sociology, or diaspora, or an area studies course on the Atlantic World or South Asia, this course will engage in wide-ranging, comparative, and interdisciplinary exploration of caste and race, both as distinct categorical entities and as imbricated relations of power.

LATC-UA 241 Latin American Body Genres (Same as COLIT-UA 302.001)

Tuesday, 2:00pm - 4:45pm

Mariano Lopez Seoane

Instruction Mode: [Online](#)

In her seminal analysis of contemporary cinema, Linda Williams introduced the term "body genres" to study melodrama, horror, and porn, genres usually dismissed as low-brow and that go to extremes in their representation of the body in states of distress and elation. This course deploys her insights to probe and interrogate the artistic genres that have dominated, and shaped, the cultural representation of key moments of Latin American history. Starting with the long cycle initiated by the conquest and closed with political independence (in which the dominant genres are the Epic and the War Film), we will move to a critical assessment of Revolutionary Porn, Latin Melodrama and State Horror as cultural forms that have not only

spawned novels, films, paintings and performance, but also affected our understanding of complex social processes, historical conflicts, and political trajectories.

LATC-UA 341 Latina Feminist Studies (Same as SCA-UA 548.001)

Tuesday, 4:55pm - 7:35pm

María Josefina Saldaña-Portillo

Instruction Mode: [Online](#)

Contemporary cultural production by Latina feminist artists. Cultural objects as social and political texts. Topics: the borderlands as geographical and psychic boundary; the “mestiza” or “mulata” body as metaphor; assimilation experiences and familial relations; racism and education; revolution and political violence; the literature of exile; and the figure of the Malinche/La Llorona as race traitor or victim. Consideration of racial politics within post-nationalist movements for social justice.

LATC-UA 361.001 Language in Latin America (Same as LING-UA 30.001)

Tuesday & Thursday, 4:55pm - 6:10pm

LATC-UA 361.002 Recitation - Language in Latin America (Same as LING-UA 30.002)

Tuesday, 12:30pm - 1:45pm

Gregory Guy

Instruction Mode: [Online](#)

This course examines the linguistic variety of Latin America – the region of the Americas where Spanish, Portuguese and French are the dominant languages. These languages have flourished and diversified in the Americas: the Spanish spoken in 20 countries of the New World shows dialect differences between regions and nations, and collective differences with European Spanish. Brazilian Portuguese is markedly different from its European source. This diversity is partly a result of contact with other languages currently or formerly spoken in Latin America, especially the indigenous (Native American) languages like Quechua, Guarani, and Nahuatl, and African languages like Yoruba and Kimbundu. The course examines dialect features in Latin American Spanish and Portuguese, as well as social diversity: the ways of speaking of people of different class and ethnic backgrounds. Other languages spoken in the region are also considered, including indigenous languages, languages of immigrant groups, and contact languages and creoles, such as Haitian Creole and Papiamentu. Finally, we study the linguistic history of Latin America: how and why the languages spoken there spread, developed, changed and interacted.

LATC-UA 600.002 Asylum in Crisis (Same as HIST-UA 629.001 or SPAN-UA 403.001)

Tuesday & Thursday, 11:00am - 12:15pm

HIST-UA 75.002 Asylum Practicum 1

Friday, 11:00am - 12:15pm

LATC-UA 875.001 Asylum Practicum 2 (Same as SPAN-UA 155.002)

Friday, 12:30pm - 1:45pm

Sibylle Fischer, Ellen Noonan, and Ben Schmidt

Instruction Mode: Online

The asylum system may be breaking down. Since helping build the asylum system in the aftermath of World War II, the US has increasingly retreated from its obligations to admit people suffering from persecution into the country even as turmoil around the world has vastly increased the number of people seeking admission to the US. This course will interrogate our contemporary place in the history of asylum through three main channels: narratives and the stories that are being told (and suppressed); public history and federal record keeping; and the vast databases that are the primary documentation of the present crisis, but are largely unreadable to the non-specialist. This is a special team-taught course being offered through the Polonsky Humanities Lab that brings together approaches from literary studies, public history, and digital humanities. We will explore narratives of asylum (in English and, for students with the facility, Spanish), place the contemporary moment in the long history of immigration to the US, and build new skills in working with data.

In addition to registering for “Asylum in Crisis,” students should also register for one of the *practica* (2 points) associated with the seminar. The *practica* focus on specific skills and disciplinary practices and involve experiential learning. Practicum 1 has a historical focus. It investigates the history of archival studies through archival research and aims to develop a digital public history project about asylum records. Practicum 2 will provide further work on issues around the narratives and documentation of asylum. Knowledge of Spanish is welcome, but not required for this Practicum. Students may be able to pursue work in a language of their choosing.