



CU-NYU Consortium Courses Fall 2017

These are the courses approved by the Institute of Latin American Studies for SIPA and MARSLAC students to cross-register in Fall 2017. These courses must be registered via a form on the first day of the class. Please see your instructor and follow the instruction of the registration form.

1) LATC-GA 1014 – Comparative Racisms in the Americas

Day/Time: Thursdays, 2:00pm – 4:30pm

Prof. Pamela Calla

Location: KJCC 404W

Course Description: 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?

2) LATC-GA 2030 Slavery, Colonialism, and Revolution in the Caribbean (same as HIST-GA 1809)

Date/Time: Tuesdays, 9:30am – 12:15pm

Prof. Ada Ferrer

Location: KJCC 717

Course Description: 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 Caribbean.

3) LATC-GA 2304 Audible Geographies (same as SPAN-GA 2967)

Date/Time: Wednesdays, 2:00PM - 4:00PM

Prof. Dylon Robbins

Location: 19 University Place, Room 405

Course Description: 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.

4) LATC-GA 2968 Islam and the Americas (same as ANTH-GA 1246)

Date/Time: Mondays, 5:00pm – 7:45pm

Prof. Aisha Khan

Location: 25 Waverly Place, Room 612

Course Description: 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.

5) LATC-GA 2965 – Haitian Kreyol in Context (Elementary)

Day/Time: Monday, Wednesday, Friday, 12:30pm – 1:45pm

Prof. Wynnie Lamour

Location: KJCC 404W

Course Description: 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.

6) LATC-GA 10 - Beginning Quechua I (same as SPAN – UA 81)

Day/Time: Monday, Tuesday, Thursday, 9:30am - 10:45am

Prof. Odi Gonzales

Location: 194 Mercer Street, Room 207

Course Description: 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.

OR

LATC-GA 20 - Intermediate Quechua I

Day/Time: Monday, Tuesday, Thursday, 2:00pm – 3:15pm

Prof. Odi Gonzales

Location: 194 Mercer Street, Room 207

Course Description: 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.