



CU-NYU Consortium Courses Fall 2018

These are the courses approved by the Institute of Latin American Studies for SIPA and MARSLAC students to cross-register in Fall 2018. 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 2590 Latin America's 1968

Date/Time: Mondays, 2:00pm – 4:30pm

Profs. Jill Lane and Dylan Robbins

Location: 7 east 12th Street, room 124

Course Description: In Latin America, the year 1968 marked a turning point in the social, political and cultural transformations that had been unfolding in the wide wake of the Cuban Revolution of 1959. For Latin America, as for the rest of the world, the sixties were shaped by geopolitics of the Cold War, and of anti-colonial struggles across the globe. Yet they are most remembered by those who lived them as a time when ordinary people felt, like never before and perhaps never after, that they could change the course of history: millions of youth in student movements, advocates for indigenous rights, workers, campesinos, educators, intellectuals, and artists, along with guerillas and other armed insurgents, were self-aware in world-historical projects of radical, social, political, economic, and cultural change. In these years, the personal became the political, politics became theatrical, theatre became a weapon, and the lines between self, art, and politics were forever redrawn. We study the complex relations between revolution, counterculture, and authoritarian rule as they emerged in Latin America's 1968: the emergence of Brazil's Cinema Novo, Cuba's imperfect cinema, and militant documentary across the region; the rise of rock and activist nueva cancion, and also of experimental aesthetics in music, theatre, art and performance – tropicalia, nova objetividade, media art, happenings; the apogee of student activism and the counterculture in Brazil, Mexico, and Argentina, as well as its most harsh repression through the end of the "dictablanda" or "soft dictatorship" in Brazil, the massacre of Tlatelolco in Mexico, and, in 1969, the repression of the "Cordobazo" in Argentina.

3) CEH-GA 1048 International Studies in Human Rights

Date/Time: Thursdays, 6:00PM - 9:00PM

Prof. Peter Lucas

Location: 70 Washington Square South, Room LL150

Course Description: students will study international human rights standards, topical case studies in Latin America, the role of international and local NGOs in the human rights movement, popular resistance and social movements in the Latin American human rights movement, the role of media and representation in reporting and promoting human rights, educational initiatives for human rights, and the many choices society has after collective violence.

4) LATC-GA 1020 Literature of the Field: Colonial Latin American and Caribbean (same as HIST-GA 1201)

Date/Time: Wednesdays, 2:00pm – 4:15pm

Prof. Sinclair Thomson
Location: 25 Waverly Place, Room 102

Course Description:

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 – Elementary Quechua I (same as SPAN – UA 81)

Day/Time: Monday, Tuesday, Thursday, 9:30am - 10:45am
Prof. Odi 25 West 4th Street, Room C13

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: 25 West 4th Street, Room C13

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 Ingaño), 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.