CU-NYU Consortium Courses SPRING 2020

These are the approved courses by the Institute of Latin American Studies for CU graduate students to cross-register in Spring 2020. 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.

All NYU courses are 4 points, unless otherwise stated.

1) LATC-GA 21 - Beginning Quechua II
   Instructor: Odi Gonzalez
   Date/time: Tuesday, Thursday, 11:00am – 12:15pm
   Location: 25 West 4th Street, C17

   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.

2) LATC-GA 1014.001 - Bordering the Americas
   Instructor: Daniel Mendiola
   Date/Time: Wednesday, 2:00PM - 4:00PM
   Location: 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.
3) **LATC-GA 1014.002 - Critical Race Theory**  
Instructor: Aisha Khan  
Date/Time: Tuesday, 2:00PM - 4:45PM  
Location: 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

4) **LATC-GA 1017 - Government & Politics of Latin America**  
Instructor: Patricio Navia  
Date/Time: Tuesday, 5:00pm-7:00pm  
Location: 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.

5) **LATC-GA 1020.001 - Latin American/Latinx New York: Reporting the City**  
Instructor: David Gonzalez  
Date/Time: Thursday, 2:00PM - 4:45PM  
Location: 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.
6) LATC-GA 2304 – Feminist & Indigenous Pedagogies: Democratic Challenges in Latin American Education
Instructor: Pamela Calla
Date/Time: Tuesday, 2:00pm - 4:30pm
Location: 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.