

## CU-NYU Consortium Courses SPRING 2025

*These are the approved courses by the Institute of Latin American Studies for CU graduate students to cross-register in Spring 2025. 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 11 - Elementary Quechua II**

Instructor: Odi Gonzalez

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

Location: 181 Mercer Room 327

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 2965-001 Elementary Haitian Kreyòl II**

Instructor: Wynnie Lamour

Date/Time: Monday, Wednesday, Friday, 12:30pm – 1:15 pm

Location: Silver, Room 409

These courses introduce 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. students, tailored to their research needs.

### **3) LATC-GA 1017 Government and Politics of Latin America**

Instructor: Patricio Navia

Date/Time: Tuesday, 4:55pm – 7:25pm

Location: KJCC 404

This class explores the 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 and 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.

### **4) LATC-GA 1045 International Human Rights: Latin America**

Instructor: Peter Lucas

Date/Time: Thursdays, 5:00pm – 8:00pm

Location: 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.

**5) Critical Voices in Environmental & Racial Justice**

Instructor: Leo Douglass

Date/Time: Tuesday, 2:00pm - 4:30pm

Location: KJCC 404

This course examines the relationship between environmentalism, nature conservation and racial justice. Moreover, this interrogation discusses the critical role that the histories of settler colonialism and ongoing capitalist paradigms have played in the ideologies and approaches to the teaching, practice, and academic study of environmental justice. Centering the experiences and articulations of Indigenous, Brown, Black and frontline communities, and how they challenge regimes of global power, we discuss a range of concepts and theoretical frameworks such as ecological apartheid, food justice, the climate crisis and postcolonial theory. More so, this class examines their experiences and ways of knowing, along with their work in the field—all of which are largely absent from spaces of power, academic discourse and global deliberations about environmental health and conservation. Withal, our exploration looks at how and through what means the aforementioned communities continue to be harmed and systematically silenced as they navigate the gradual erosion of natural ecosystems.