

CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES
53 Washington Square South, #4W New York, NY 10012
(212)998-8686
www.nyu.edu/gsas/program/latin

Fall 2008
Preliminary Course List
Updated June 24, 2008

PLEASE NOTE that all sections are section 001, unless otherwise specified.

I CLACS Courses:

CLACS: Access codes are required for registration. All students must come for advisement.

G10.0010 **Beginning Quechua I (NEW!)**
31487 Odi Gonzales, Language Lecturer
M, T, W 9:30am – 10:45am
Location: Silver Center, Room 821

Quechua is the most important and most widely distributed indigenous language in South America stretching from the high Andes mountains to the tropical lowlands in Colombia, Ecuador, Peru, Bolivia, and Argentina. It was the principal language of the Inca Empire and the key language of cultural interaction during the colonial era. Studying Quechua opens a window onto alternative ways of thinking about social worlds, space and time, family and human relationships with the natural world. Beginning Quechua I is designed for students with no prior knowledge of the Quechua language.

G10.1001 **INTRODUCTION TO LATIN AMERICAN AND CARIBBEAN STUDIES I:
IBERIAN-ATLANTIC AND COLONIAL PERSPECTIVES**
31484 Professors Thomas Abercrombie and Carmen Medeiros
CLACS
Wednesday 5:00 – 7:30 pm
Location: 53 Washington Square South, Rm. 428
Note: **This is a CLACS core course required for all new CLACS students**

COURSE DESCRIPTION:

This course is both a history of the peoples, cultures, and nations of Latin America and the Caribbean, and a history and wide-ranging survey of the various disciplinary and interdisciplinary approaches to the area, including the Area Studies paradigm itself. Some of the readings are included as a means to explore the boundaries of the established disciplines. The purpose is not only to introduce Latin American and Caribbean realities but to review the scholarly, intellectual, and political frameworks according to which these realities are discerned. Students learn about the history of the disciplinary and interdisciplinary frameworks for the study of the region, as well as the prevailing methods in the present moment. Some sessions will be led by guest faculty; discussion in all sessions will be facilitated by student study group

presentations. Along with participation in classroom online discussion, students begin to formulate the projects that will become the focus of their research for their M.A. degree.

Part I of the course covers the pre-invasion Americas, Iberian Empire, and the production of the Imperial/Colonial world and the first modernity through the early republican era, the mid-19th century. It also introduces the background to the genesis of plantation societies in Spanish America and Portuguese Brazil, and the contesting colonial projects in the Caribbean region, also involving slave plantation labor, of Britain, France, and the Dutch.

Part II of the course will be offered in the spring semester. It begins with the independence era and treats the emergence of a Hemispheric axis for Latin America and the Caribbean, in which the emergence of a multiplicity of nation states, and relations with the United States, loom large, supplanted somewhat in the 21st century by renewed connections (foreign aid, investment, and a heavy flow of migrants) between Spain, France, and Holland, and their former colonies.

G10.1010 Reading & Research

section one: 30016 Sanchez, Rafael

section two: 30017 Medeiros, Carmen

Advanced students wishing to pursue interdisciplinary research on a theme not covered in the normal disciplinary course of events may request to register for this course. The credit value ranges from 1 to 4 points. Prior to registering for this course, the student should identify a professor appropriate to evaluate the research project and get his/her agreement to supervise the work, as well as confirmation that there is not an appropriate disciplinary reading or research course in which to enroll.

G10.1015 The United States, Latin America and the Media

30018 TBA

Monday 6:20-8:20 pm

Location: 53 Washington Square South, Rm. 404W

The seminar will study the representation of Latin America in the U.S. media, how it affects public opinion, culture and foreign policy. In the same way, it will also explore the representation of the U.S. in the Latin American media and some of its effects. The seminar will also try to assess the development of media outlets (especially broadcasting) in Latin America and how they have been influenced by the U.S. government and American companies. Special attention will be paid to how this development has been impacted by globalization and the transition to democratic forms of government which took place in many Latin American countries during the 1980s and 1990s.

G10.1023 Latinos in Urban Schools (3 points)

30020 Francisco X. Gaytan, Steinhardt School of Education

Wednesday 6:20 – 8:25 pm

Location: 25 W 4 C-8

Same as E20.2097.001 (Education).

Students will be introduced to theories and research explaining why Latinos living in urban areas in the U.S. are least likely of all major social groups to be enrolled in school and, as adults, are most likely to lack a high school diploma. The course will explore the racial/ethnic differences that exist between and within recent immigrant groups, drawing especially on

research that shows the diversity of cultural backgrounds within Latino subgroups. Topics will include assimilation of new immigrants, educational achievement and persistence in school, language and schooling, the interplay of race and gender and class with educational attainment, and transnational communities.

G10.2010 Bolivarianism and the Populist experience of Modernity in Latin America

30022 Rafael Sanchez, CLACS

Thursday 6:20 – 8:20pm

Location: 53 Washington Square South, Rm. 404W

Talk of pristine beginnings once again resonates all across Latin American Andean nations—Venezuela, Colombia, Ecuador, Bolivia and Peru—a situation clearly reminiscent of what went on some two hundred years ago when these nations first came into being in the wake of Independence from Spain. Such an insistence on “beginnings” and “foundations” is traceable to the rise of “Bolivarianism,” an umbrella term referring to a series of largely convergent social movements, state ideologies and initiatives, all claiming direct inspiration from the example and writings of Simon Bolívar, the paramount founding figure of the region’s republicanism. Broadly speaking, “Bolivarianism” stands for three closely interconnected beliefs concerning the “People,” the “Leader,” and the “Army.” Thus, for “Bolivarianism” a single, homogeneous “People” is the sole legitimating source and foundation of all of the nation’s main republican practices and institutions; such a “People,” in turn, is what an “Army”-backed “Leader” must tap in an originating moment of foundation so as to constitute anew or re-found all of the nations main republican practices and institutions, an initiative that seeks to make *tabula rasa* with the past. It is precisely this emphasis on radical beginnings brought about by the constituting powers of the “People,” the “Sovereign” of official and non-official ideology and rhetoric that, especially in its chavista version, authorizes talk of “Bolivarianism” as a form of radical populism.

Focusing mostly on Venezuela’s Chávez, but paying close attention to developments elsewhere in the region, this course explores genealogically the emergence, antecedents and current political and sociocultural consequences of Bolivarianism throughout the Andes as a form of radical populism with deep roots in the region’s monarchical and republican traditions. An argument running throughout the course will be that, rather than more recent, as many analysts suggest, at least since the moment of Independence from Spain “populism,” as an experience, is itself constitutive of Latin American modernity. Special attention will be given to the tensions between “freedom” and “equality,” “representative” and “participatory” democracy, and, finally, “republicanism” and its inassimilable “excess.” All of these tensions will be approached as crucibles for the constitution in Latin America of what often turn out to be alternative, mutually exclusive and antagonistic forms of individual and collective experiences and identities.

Students will be introduced to theories and research explaining why Latinos living in urban areas in the United States are least likely of all major social groups to be enrolled in school and, as adults, are most likely to lack a high school diploma. The course will explore the racial/ethnic differences that exist between and within recent immigrant groups, drawing especially on research that shows the diversity of cultural backgrounds within Latino subgroups. Topics will include assimilation of new immigrants, educational achievement and persistence in school, language and schooling, the interplay of race and gender and class with educational attainment and transnational communities.

G10.2145 U.S. Latin American Relations: WWI to the Present (NEW!)

31408 Jorge Castañeda , NYU Global Distinguished Professor, CLACS & Politics

John Coastworth, Columbia U. Dean of SIPA, Columbia U.
Monday 2:00 – 4:00 pm
Location: 53 Washington Square South, Rm. 527
802 International Affairs Building

The course seeks to analyze the dynamics and issues that describe relations between the United States and Latin America since the end of World War II. A complete picture of the current state of affairs in the hemisphere and the reasons that led to it require an analysis in three different – but related – dimensions. To cover the first one, the course analyzes historical benchmarks that contextualize particular overt American interventions in the region, dissecting its causes, operation and consequences. In a second dimension, the course looks at topics that have permeated the relationship between the United States and Latin America over this period. Because of their typically cross-national nature, they illustrate a different set of dynamics and concerns that have fueled tensions in the relationship. A third and final dimension concerns recent developments in Latin America that affect and have been affected by American foreign policy. Their novelty suggests that these issues will remain relevant at least in the immediate future.

This class will alternate between Columbia (7 weeks) and NYU (7 weeks). Schedule is as follows:

NYU: 9/8/08 (first class), 9/22/08, 10/6/08, 10/20/08, 11/3/08, 11/17/08, 12/1/08
Columbia: 9/15/08, 9/29/08, 10/13/08, 10/27/08, 11/10/08, 11/24/08, 12/8/08 (last class)

G10.3050 Internship Seminar: Careers in Latin American and Caribbean Studies
31486 Professor Carmen Medeiros, Internship Coordinator
Thursday 12 – 2pm
Location: 53 Washington Square South, Rm. 404W

This seminar is taken in conjunction with CLACS-approved internships. Along with completion of internship requirements during one semester of studies, CLACS MA students register for this course, led by the Director and CLACS Internship Coordinator, in which they develop scholarly work – usually a course paper- putting their internship experiences into academic focus. Students present their experiences and papers to one another, and a series of NYU faculty and outside speakers discuss career opportunities (academic, government, NGO's, activist orgs., Journalism, museums, etc.) appropriate to Latin American and Caribbean Studies. Readings and assignments center on careers and professions, and their intersection with scholarship.

G10.3100 CLACS Graduate Program Seminar: Iberian Atlantic Modernity and the Postcolonial Question in Latin America and the Caribbean (NEW!)
31485 Professors Carmen Medeiros and Rafael Sanchez, CLACS
Friday 10am – 12pm
Location: 53 Washington Square South, Rm. 404W

This seminar, offered in arrangement with the CLACS Director, is offered in conjunction with a CLACS thematically coordinated lecture series. Along with regular participation in the CLACS Friday Lecture Series in which students join faculty discussion of pre-circulated papers presented by major figures in Latin American and Caribbean scholarship, the Program Seminar provides regular discussion by CLACS faculty of critical readings that place the lectures and their themes

into more complete scholarly context. Appropriate for both MA and doctoral students specializing in Latin America and the Caribbean.

This semester, the Graduate Program Seminar course will focus on what kind of modernity was produced by the first globalization in Castilian and Portuguese colonial projects in the Americas. The course is a pro-seminar, offered in conjunction with a series of visiting lectures within the CLACS Program Seminar. On alternate Fridays, students meet with Prof. Sanchez to discuss works by visiting lecturers, and with members of the NYU faculty who join the discussion and present their own work. Students are expected to attend all of the lectures by visitors and to read major works by those visitors in advance of their talks. A final research paper is required. The lecture series, which is open to the NYU community, will be announced later in the summer.

II Graduate Courses at Columbia U.

The following courses are courses from Columbia's School of International and Public Affairs (SIPA) which are open to **all NYU graduate students**. **Classes are held at Columbia U.** Please follow the procedure carefully when registering for a Columbia course. The procedures can be found at: <http://www.nyu.edu/gsas/program/latin/Consortium.htm>

G10.2532 Tinker Colloquium: Courts, Law and Politics in Latin America
30025 Tinker Visiting Professor Roberto Gargarella
Monday 4:10 – 6pm
Location: TBA

G10.2535 Tinker Colloquium: Constitutionalism in the Americas – Origins to Present
3006 Tinker Visiting Professor Roberto Gargarella
Monday 10am – 12 pm
Location: 802 International Affairs Building

G10.2536 Problems of Economic Growth: Latin America
30027 Thomas Trebat
Tuesday 6:10 – 8:00pm
Location: 802 International Affairs Building
Note: BACKGROUND IN LATIN AMER REQUIRED; FAMILIARITY WITH ECON DEV. LITERATURE

The course is organized around the most important question in Latin America today: Why have the lives of most people in Latin America failed to improve economically despite the region's adoption of the most ambitious reforms in its history? We will examine this growth puzzle from as many points of view as possible, drawing insights from various disciplines and calling upon expert practitioners in various fields of finance and business. We will do this in an attempt to learn the key strengths that sustained economic growth in Latin America for decades, the factors that led to a weakening of this growth after 1980, and the rationale for and results of the great economic reforms of the 1990s.

We would anticipate having a number of outside speakers (subject, of course, to availability) drawn from the investment banking community in New York City and from the multilateral

agencies in Washington, D.C., in particular, in order to enrich our classroom discussion with their “real world” assessments of risks and opportunities in Latin America.

By a close examination of the policy options and historical experience that define Latin America as a (relatively) homogenous group of middle-income economies, we will be asking ourselves whether further reforms and adjustments to current policies are likely to lead to faster economic growth, or whether the region is destined to remain a laggard in the global economy.

G10.2537 **TBA**
30028 TBA

G10.2538 **TBA**
30029
TBA TBA

G10.2539 **Political, Social, & Economic Development of Brazil I (2 credits)**
30030 Thomas Trebat
Wednesday 6:10 – 8pm
Location: 802 International Affairs Building

This course is a practicum, which has been designed to enable you to discuss major problems of contemporary Brazil with important political figures, business representatives and analysts. Normally the guest speaker will make an opening statement of approximately 40 minutes and the rest of the time will be devoted to a discussion. Guest speakers may recommend one or two articles or documents they have written, or that they think are particularly relevant, for the policy issues they will discuss.

III COURSES IN OTHER NYU DEPARTMENTS

CLACS students may take courses in other NYU departments to satisfy concentrations or electives. For additional information on these courses, please inquire within each department.

G47.4747 **Maintaining Matriculation**
Call Numbers: 30575, 30576, 30577, 30578

If you have completed all coursework, and are only missing your master project and the language requirement, you must register to maintain your matriculation and student privileges.

AFRICANA STUDIES

AMERICAN STUDIES: For registration information, call 998-8538.

ANTHROPOLOGY: All courses require permission of the instructor. For registration information, call 998-8553.

BUSINESS: Stern courses require special registration procedures. Please contact Maritza E. Colón at (212) 998-8685 for course availability.

CINEMA STUDIES: All courses require access codes directly from the Cinema Studies department located at 721 Broadway, 6th floor, 998-1600. Registration starts the first week of September.

COMPARATIVE LITERATURE: For information on course location and access codes, call 998-8790.

DRAPER PROGRAM: For information on course location and access codes, call Yemayah Alston at 998-8678.

EDUCATION: For information call 998-5494.

E27.3101 **TPCS/TCH/LRN: Schools & Race (3 points)**
40477 Pedro Noguera
Wednesday 4:55 – 6:35pm
Location: TBA

HISTORY: All courses in the History department require an access code for registration. Please email the professors directly for registration clearance.

G57.2800 **Age of Revolution in Latin America/Caribbean**
31356 Ada Ferrer
Monday 4:55pm – 7:35pm
Location: 53 Washington Square South, Rm. 527

INSTITUTE OF FINE ARTS: Please call 992-5800 for registration information, access codes, and class locations.

JOURNALISM: Students in the joint program with Journalism must contact both departments for advisement. For CLACS call 998-8686; for Journalism call 998-3846.

MUSEUM STUDIES: Students in the joint program with Museum Studies must contact both departments for advisement. For CLACS call 998-8686; for Museum Studies call Tatiana Kamorina at 998-8080.

MUSIC: For more information, please call 998-8300.

G71.-2136 **ETHNOMUSICOLOGY: History and Theory**
30921 Jason Stanyek
Tuesday 3:00pm – 5:00pm
Location: Silver Center, Rm. 220

PERFORMANCE STUDIES: For registration information, please call 998-1620.

PORTUGUESE: All courses in the Portuguese department require an access code for registration. Please contact Leslie Rivera, the graduate secretary, at 998-8767 to make an appointment for advisement.

SPANISH: All courses in the Spanish department require an access code for registration. Please contact Leslie Rivera, the graduate secretary, at 998-8767 to make an appointment for advisement.

G95.2150 Literature, History, and Politics of the Global South: Culture, Imperialism and Uneven Development

31332 Professor Ana Dopico, Dept. of Spanish
Wednesday 3:30 – 6:10pm
Location: 19 University Place, room 224

This course seeks to create a comparative ground for cultural politics typically separated by language, imperial histories, and neo-colonial maps. It takes up the cultural, political, historical and theoretical consequences and critiques of uneven development as an enduring truth of the global order. It engages the politics and economies of imperialism and the history and theory of anti-imperialism. We will consider the idea of the Global South as a topography of uneven development and uneven temporalities, where notions of modernity and periphery are affirmed and contested and where the names and practices of resistance, rebellion, and critique continue to engage not only metropolitan centers but the force of the state. The course looks beyond “area studies” definitions and seeks a materialist and critical geography, turning toward a hemispheric Southern critique that challenged empire, globalization, democratization, neoliberalism and permanent warfare long before the current political moment. We will trace the political and critical genealogies, the disciplinary canonizations, and the popular life of an indispensable contestatory archive—an archive whose long history helps to contextualize and demystify the geopolitics of the present, as well as the politics of the academy. The course is in part designed to comparatists and students of varied fields an interdisciplinary and historical knowledge of texts whose messy political engagements and materialist foundations have lately been rather marginalized by a reaffirmation of theoretical universals.

We will consider how old ideological mappings like third world, underdevelopment, revolution and old imperial and cold wars continue to haunt new articulations of triumphalist or cataclysmic futures and geopolitical destinies. The course traces themes and variations of a global anti-imperialism, its constituencies, and its critical strategies; it stresses how these contestatory narratives have irrevocably altered the cultural politics and cultural markets of international metropoli and international policy. It seeks also to distinguish “southern” contexts for struggles around feminism, race and labor, and to follow the trajectory of these struggles into a theoretical “mainstream”. Readings establish connections between nationalist struggles, critiques of hegemony, and resistant narratives, looking back over almost a century of foundational texts from Luxemburg to Gramsci, to Mariátegui, to Fanon and Memmi and connecting them to the work of writers as varied as Said, Chatterjee, García Canclini, Pratt, Spivak, Jameson and Appadurai. The course will proceed thematically as a wide survey of history, criticism, and theory but always considering forms of cultural production that often precede and exceed theorization.

G95.2966 **Topics: Spanish and Latin American 20th Century Novel**

31175 Professor Eduardo Subirats, Department of Spanish

Monday 6 – 8pm

Location: 19 University Place, room 405

Este seminario reitera el perfil filosófico y antropológico de seminarios anteriores dedicados monográficamente a la interpretación de novelas pertenecientes al canon latinoamericano moderno: *Yo, El Supremo, Macunaíma y Pedro Páramo*. Son etapas de un work in process sobre literatura latinoamericana.

Su trabajo hermenéutico parte de una reflexión sobre el significado de los mitos y las memorias míticas en la constitución de estas obras literarias y, en especial, en la de Arguedas. El segundo concepto estético central en esta interpretación es la experiencia mimética de la naturaleza. El tercer momento que se considerará en el marco del análisis de esta obra de Arguedas es el conflicto entre la concepción “mágica” de la naturaleza en la tradición popular andina y el nihilismo cristiano. La cuarta cuestión principal es el problema del colonialismo colonial y postcolonial, siempre tratados en el marco inmanente de esta obra. La quinta y última pregunta: el significado estético de la obra de arte sobre la base de la obra literaria y ensayística de Arguedas.

Como en sus anteriores capítulos, este seminario se inserta en un horizonte filosófico. Tanto sus conceptos estéticos, como ontológicos y cosmológicos se reconstruyen a partir de la tradición de la filosofía del humanismo europeo (Leone Ebreo, Ficino, Giordano Bruno...) y de su repercusión en la obra del Inca Garcilaso. Asimismo serán centrales las modernas aproximaciones al mito debidas a Erich Neumann, Karl Kerényi, Rudolf F. Otto, Mircea Eliade y Joseph Campbell. Para el concepto de mimesis se partira de la metafísica de Judah Abravanel (Leone Ebreo) y de la teoría del conocimiento de Goethe.

G95.2968 **Topics: Geographic Imagination in Latin American Writing**

31180 Professor Mary Pratt, Department of Spanish

Monday 3 – 5:50pm

Location: 19 University Place, room 223

This course studies a corpus of Latin American texts from the nineteenth and first half of the twentieth centuries. It examines the unfolding of gendered subjectivities as tied to the unfolding of the neocolonial nation-states. Noting the abstract character of both nation and state, it asks how cultural agents in the sphere of letters seek to ground or territorialize these abstractions from gendered subject positions, in narrative fictions, poetic self-fashioning, and geographical discourses. This grounding involves a redeployment of colonial codes, often as instruments of internal colonialism. The course approaches gender through the central contradiction between principles of political equality and institutionalized gender hierarchy. This contradiction, it is argued, means that neither masculinity nor femininity can be stabilized, except through constantly renewed ideological work. Readings will include texts by: Andrés Bello, Juana Manso, Esteban Echeverría, José María Heredia, Gertrudis Gómez de Avellaneda, Juana Manuela Gorriti, Mercedes Cabello de Carbonera, Clorinda Matto de Turner, Horacio Quiroga, Mário de Andrade, Pagú, Teresa de la Parra, Marta Brunet, Pablo Neruda, Gabriela Mistral.

G95.2978 **19th Century Race, Performance, Colonialism**

31331 Jill Lane, Department of Spanish

Tuesday 6:10pm – 8:10
Location: 19 University Place, room 223

This course analyzes the expressive cultures that emerged in the context of new world slavery to better understand its constituent relations power, race, and the body. In a range that includes coerced performance on the auction block, slave testimony in oratory and autobiography, to blackface performance and slave melodrama in the popular theatre, we ask: how was the voice and the body of the slave used to maintain or contest the regime of slavery? How did these forms participate in the making of a circum-Atlantic racial formation in the era of new world nationalisms and old world empires? What are the challenges of defining “voice” in this context? Our attention will settle primarily on the relation between Havana, West Africa, and Madrid, 1800 -1885, but we place these in the context of the larger “oceanic interculture” of the circum-Atlantic world, marked by key sites including Haiti, Jamaica, New Orleans, Mexico, New York, Puerto Rico, and London. We focus on a range of primary texts, including vernacular plays from Cuba (Un Ajiaco: La Boda de Pancha Jutia y Canuto Raspadura (1848); and Los Negros Catedráticos (1868) and in US blackface minstrelsy of the same period; representations of miscegenation/mestizaje on stage (Quintana’s La Mulata de Rango (1885) Boucicault’s The Octoroon, or Life in Louisiana (1861), in commercial lithographs, and in fiction (Villaverde’s Cecilia Valdés (1881)); and representations of African festival and musical cultures in the canonical images by Victor Patricio Landaluze and the Jamaican Isaac Mendes Belisario. We look at abolitionist speeches, poems, and songs circulated by the Sociedad Abolicionista Española in Madrid, and consider “abolitionist” plays like Harriet Beecher Stowe’s Uncle Tom’s Cabin (1852) and its avid circulation in the Spanish-speaking world. We contrast this with the only extant slave autobiography in Spanish, Juan Francisco Manzano’s Autobiografía de un esclavo (1835), and consider its complex use and circulation in the English-speaking world. We read Manzano’s tragedy Zafira (1842) and compare it to operas and zarzuelas about slaves that circulated in Madrid in the 1850s and 60s. Our key theoretical texts include Joseph Roach, Cities of the Dead: Circum-Atlantic Performance; Saidiya Hartman’s Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth Century America, and selections from Lisa Yun, The Coolie Speaks: Chinese Indentured Laborers and African Slaves in Cuba (2008) and Daphne Brooks’ Bodies in Dissent: Spectacular Performances of Race and Freedom, 1850–1910.