

# LATIN AMERICAN AND CARIBBEAN STUDIES PROGRAM (LACS) 2008-9 SUPPLEMENTARY CALENDAR



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## **Message From The Coordinator**

The Latin American and Caribbean Studies (LACS) Program offers an interdisciplinary approach to the study of a range of subjects in order to encourage students to embrace a deeper and more rounded understanding of Latin America and the Caribbean. The program offers an opportunity for studying the experiences of indigenous peoples, the consequences of cultural encounters and the impact of colonialism and enslavement in the regions. In a variety of courses across the Faculty of Arts, students are exposed to scholarship about the complex economic, political and socio-cultural relationships and hierarchies that exist in regions and to the experiences of the regions' peoples and institutions as they create and respond to local, national, regional and international forces.

Students can choose to pursue either an Honours Major or a Minor degree in Latin American and Caribbean Studies and students are exposed to the expertise of scholars who are dedicated to critical engagement with the regions. Students can expect to emerge from the LACS program having gained information and insight, critical skills and an appreciation for the multiple threads that together weave the tapestries of Latin America and the Caribbean.

Students in the LACS program are encouraged to attend a variety of events, including conferences, art exhibits, film festivals and talks by scholars who work on the regions, and who are often from the regions. In the last academic year, for example, LACS hosted Cuban scholars Samuel Furé Davis and Javier Gilberto Cabrera Trimiño, Jacques Dumont who is a scholar in the French West Indies and internationally renown scholar of Latin America and the Caribbean, Franklin W. Knight.

Some students in the LACS program choose to participate in the exchange ("study-abroad") program which is run by York International. Through this program students can study at universities in Barbados, Brazil, Ecuador, Guyana, Jamaica, Mexico and Venezuela. There are also opportunities to participate in the international internship program also run by York International; please go to <http://international.yorku.ca/> for details.

On completion of their degrees, some LACS graduates go on to work in law, United Nations organizations, corporate consulting, cross-border relations, in all levels of government, business, community development, social work and international development. The education that is possible in the LACS program will also be useful for students who might be interested in going on to graduate school; we are anxious to assist in the realization of those aspirations.

The LACS Program Office, which is expertly managed by Ms. Roberta Parris-Toney, is situated in 322 Founders College. We encourage LACS majors to become members of Founders College, so that they can benefit from the rich experiences offered in the many academic, social and cultural events sponsored by the program and the College.

Welcome to the Latin American and Caribbean Studies Program!

Michele A. Johnson  
Coordinator, Latin American and Caribbean Studies Program

## **Latin American and Caribbean Studies Program**

The Latin American and Caribbean Studies Program (LACS) offers a set of carefully selected courses taught in departments and divisions in the Faculty of Arts and the Atkinson Faculty of Liberal and Professional Studies. As an interdisciplinary program, LACS allows students to take courses in a range of disciplines to get a deeper understanding of the cultures and societies in Latin America and the Caribbean. Program core courses introduce and develop interdisciplinary ways of looking at the regions while integrating knowledge obtained in other courses. Program courses also provide shared intellectual meeting grounds for LACS majors and other students.

LACS works together with Founders College and the Centre for Research on Latin America and the Caribbean (CERLAC) to offer students a variety of events related to the Latin American and Caribbean regions. These include guest lectures by internationally renowned academics, workshops and conferences, and cultural and social events. Events are announced in classes or in special mailings to majors, and are regularly posted on the LACS bulletin board. Students are encouraged to participate in these events. LACS majors may also use the Documentation Centre of CERLAC (240 York Lanes).

LACS is housed in Founders College, which is also the home of four other interdisciplinary programs: African Studies, East Asian Studies, International Development Studies, and South Asian Studies. We recommend that LACS majors become members of Founders College, so they can participate in events co-sponsored by the program and the College.

## **Study Abroad Programs**

### **Barbados**

University of the West Indies: Cave Hill, Barbados - <http://www.cavehill.uwi.edu/>

### **Brazil**

Universidade Federal Fluminense: Rio de Janeiro, Brazil - <http://www.uff.br>

The Federal University in Bahia: Salvador, Brazil - <http://www.portal.ufba.br/>

Universidade do Estado do Rio de Janeiro: Rio de Janeiro, Brazil -  
<http://www.uerj.br/modulos/kernel/home.php>

University of São Paulo: São Paulo, Brazil -  
[http://www2.usp.br/publishing/insite.cgi?template=index\\_en](http://www2.usp.br/publishing/insite.cgi?template=index_en)

### **Ecuador**

Universidad Casa Grande (UCG): Guayaquil, Ecuador - <http://www.casagrande.edu.ec/>

### **Guyana**

University of Guyana: Georgetown, Guyana - <http://www.uog.edu.gy>

### **Jamaica**

University of the West Indies: Mona, Jamaica - <http://www.mona.uwi.edu/>

### **Mexico**

Universidad de Monterrey: Monterrey, Mexico - <http://www.udem.edu.mx/>

Tecnológico de Monterrey: Monterrey or Guadalajara, Mexico -  
<http://www.studyinmexico.com.mx>

### **Trinidad & Tobago**

University of the West Indies: St. Augustine, Trinidad - <http://www.uwi.tt/>

### **Venezuela**

Universidad de Los Andes: Merida, Venezuela - <http://www.ula.ve/>

## **Michael Baptista Essay Prize**

The friends of Michael Baptista and the Royal Bank of Canada established the Michael Baptista Essay Prize and Lecture in honour of Michael Baptista, in recognition of the areas central to his spirit and success: the importance of his Guyanese/Caribbean roots, his dedication to and outstanding achievement at the Royal Bank of Canada, and his continued and unqualified drive and love of learning.

Michael Baptista Essay Prize - Two \$500 prizes are awarded annually to both a graduate and an undergraduate student in recognition of an outstanding scholarly essay of relevance to the area of Latin American and Caribbean Studies.

### **Prize winners: 2007-2008**

#### Undergraduate Prize:

Kate Sheese's outstanding paper, "Contesting Victimhood: Indigenous Women and Violence in Chiapas, Mexico," was chosen unanimously by the reviewers, who praised it as "thoroughly researched" and "astoundingly good." In their words, Kate "grasps important subtleties" and presents a "sophisticated argument about how representations of violence against women in indigenous communities in Chiapas as a problem of indigenous culture legitimates Mexican state violence against those communities." Kate Sheese is in her final year in the Individualized Studies Program, studying Women's health.

#### Graduate Prize:

Talia Wooldridge's paper, "Cuban Raperas: A Feminist Revolution within the Revolution," examines present-day female rap in Cuba and contextualizes the musical style within the framework of Fidel Castro's ideologies on the one hand, and the ongoing prevalence of patriarchy and machismo on the other. Reviewers praised the paper as "ambitious," "provocative," "innovative," and worthy of publication. Professor Louise Wrazen nominated this prize winning essay, commenting that "Talia effectively demonstrates the power of music as an expressive form to act as a vehicle for social change." Talia Wooldridge is currently in her second year of the MA program in Ethnomusicology.

Congratulations to this year's winners!

## **Degree Requirements**

### **Honours (Double Major) Interdisciplinary BA Program**

Students who wish to follow this program should register in the Honours (Double Major) program. Students participating as majors in LACS must also select a major in one of the following departments/divisions: Anthropology, Economics, English, History, Humanities, Political Science, Sociology, Spanish, or another approved discipline. Students in the Faculty of Environmental Studies may also pursue a linked Double Major with LACS. To pursue a combination of studies not listed above, students must obtain permission from the relevant departmental/divisional Undergraduate Programme Director and the LACS Coordinator. All LACS majors should arrange their programme of study in consultation with the LACS Coordinator and an advisor in their other department/division.

### **Course Requirements**

Since LACS is a linked interdisciplinary program, students will combine a minimum of 36 credits in their chosen departmental/divisional major with a minimum of 36 credits in LACS. Courses taken to meet LACS requirements cannot be used to meet the requirements of the departmental/divisional major. Once they have successfully completed 24 credits, students registered in LACS will take one of two core courses: AS/HUMA 2310 9.0, Introduction to Caribbean Studies or AS/SOSC 2460 9.0, Contemporary Latin America (Note: six credits of these courses will count towards the LACS major). In addition to the core course, students will take at least 30 credits in LACS including a minimum of six credits at the 4000-level.

### **Honours (Minor) BA Program**

The program also allows students the option of an Honours Minor degree in LACS in combination with their major. The Honours Minor in LACS comprises at least 30 credits, including one of the LACS core courses—AS/HUMA 2310 9.0, Introduction to Caribbean Studies or AS/SOSC 2460 9.0, Contemporary Latin America (six credits of these course will count towards the LACS minor)—and a minimum of six credits in LACS at the 4000-level. Students must also meet the language requirement.

## **Language Requirements**

In addition to their course work, all students must satisfy a language requirement by demonstrating a working knowledge of Spanish, Portuguese, French, Creole/Kreole or any other language (other than English) spoken in Latin America and the Caribbean relevant to the student's programme of study. Language courses do not count toward the 36 credits required of LACS majors or the 30 credits required of minors. Students may satisfy this requirement in two ways:

1. by completing a university-level language course (at a level determined by a departmental placement test) with a final grade of C+ or higher;
2. by translating into English a text of no more than two pages in length.



## **COURSE DESCRIPTIONS 2008 - 2009**

**NOTE:** In addition to the courses we have listed on these pages, other courses that are not considered part of the LACS program (Faculty of Arts, Atkinson College, Environmental Studies, Fine Arts, etc.) but have enough Latin American and/or Caribbean content may be counted for credit in the LACS Program. Students should get permission from the LACS Coordinator to count such courses as credit for their LACS degree.

### **FACULTY OF ARTS**

#### **ANTHROPOLOGY**

##### **AS/ANTH 2100 6.0 ONE WORLD, MANY PEOPLES**

The formation and consequences of an increasingly interdependent world amidst widespread diversity of society and culture is the theme of this course. We begin with an historical overview of the creation of this interdependence, looking at European colonial expansion from the voyages of Christopher Columbus to the Industrial Revolution. We then go on to examine more closely the processes of 19th and 20th century colonialism that insured the expansion of a capitalist market and that fueled the forces of globalization in our contemporary world. Once we have gained some theoretical and historical insight into the creation of global economic, political, and cultural interdependence, we will focus on contemporary issues raised by the conditions of this interdependency. In this context we will look at such things as development policies and their consequences at the local level, cultural forms of resistance to internal colonialism, the consequences of globalization for marginalized populations, and the politics of resistance to contemporary global forces.

**Projected Enrolment:** 200

**Course Director:** T.B.A

#### **ECONOMICS**

##### **AS/ECON 3199 3.0 APPROACHES TO GLOBAL ECONOMICS**

This course explores alternative approaches to the global economy, emphasizing structural and policy-related aspects. One is an ecological approach in which the global economic system is seen as a sub-system of the biosphere, and considers how we can

make our economy sustainable. Another looks at concepts of gender and economics, discussing the role of women in global markets. We also address the gap between rich and poor nations and the role of transnational corporations in the global economy. Finally, we discuss global governance and the implications of globalization on local, national, and international economic life. A cross-cutting theme is the nature of Canada's insertion in the hemispheric and global economy.

**Course Director:** R. Grinspun

### **AS/ECON 3310 3.0A (FALL) DEVELOPMENT ECONOMICS I**

The course studies the basic causes of poverty in the Third World and covers the characteristics of economic under-development; income and wealth distribution; education; population growth; unemployment and migration; the role of capital, labour and technology in development; use of market forces.

**Course Credit Exclusion:** AK/ECON 3550 3.0

**Prerequisite:** AS/ECON 1000 3.0 / IO10 3.0/ 1900 3.0 or equivalent

**Course Director:** R. Grinspun

### **AS/ECON 3320 3.0M (WINTER) DEVELOPMENT ECONOMICS II**

This course studies the policies and institutions for overcoming economic retardation in the Third World and covers the strategies of sectoral growth and development; rural vs. urban development; government intervention, planning and private enterprise; fiscal and monetary policies; domestic market vs. export orientation; domestic vs. foreign investment; international trade and indebtedness.

**Course Credit Exclusion:** AK/ECON 3560 3.0

**Prerequisite:** AS/ECON 3310 3.0, or equivalent

**Course Director:** R. Grinspun

### **AS/ECON 4129 3.0 INTERNATIONAL TRADE POLICY AND ECONOMIC INTEGRATION**

The course provides students with a comprehensive understanding of current policy issues in international trade and economic integration. Specific objectives with this area are to identify key policy issues, understand main approaches that have been proposed to deal with these issues, and become acquainted with important policy debates.

**Course Director:** R. Grinspun

## **ENGLISH**

### **AS/EN 2370 6.0A POST-COLONIAL LITERATURE: CARIBBEAN**

The course is a survey of colonial and postcolonial Caribbean literature. Through close readings of novels, autobiographies, plays and poetry, we examine the diversity of Caribbean literary production. We begin with Christopher Columbus' letters and journals, Shakespeare's *The Tempest* and Defoe's *Robinson Crusoe* and their resonances, then move on to two slave narratives: Olaudah Equiano's *Interesting Narrative* and Mary Prince's *History*. We commence our study of twentieth-century Caribbean literature with a reading of Claude McKay's 1933 novel *Banana Bottom*. We will read novels, poetry, and drama from the descendants of African slaves, as well as from the descendants of Indian and Chinese indentured workers. The course introduces questions of ethnicity, gender, sexuality, and women's roles in the postcolonial nation with readings of some of the earliest postcolonial women's writing. We conclude the course with the study of literature by men and women writers from Caribbean Diasporas in Canada, the U.S., and England. This course fully integrates writing and critical thinking as a means of learning content. A significant number of the authors we read in the course are women. The texts not only present experiences and ideas in cultural context, they also assist the reader in learning more about her/his own reading position in relation to the issues and experiences treated therein.

**Course Credit Exclusion(s)**: AK/EN 3862 3.0

**Course Director**: T.B.A

### **AS/EN 3440 6.0A POST-COLONIAL WRITING IN CANADA**

What does it mean to claim Canada as a postcolonial space? This course focuses on Canadian writers who address the topic of decolonization in exciting ways. We will study how these writers have both represented and resisted experiences of cultural difference. Other topics that may be covered are the immigrant experience, human rights, citizenship, globalization, capitalism, home and exile, urban and rural spaces, and literary translation. We will consider how these writers use literature to address pressing questions of nationalism, colonialism, diaspora, indigeneity, geography, gender, class, ethnicity, race, and sexuality. Classes will draw on cultural studies, visual art, films, and historical sources to provide context for our discussions. Assignments will include essays, a seminar presentation, a midterm exam, and a final exam. There will also be a course kit of required theoretical readings for this course.

**Course Director**: A. Mukherjee

**AS/EN 3442 6.0 STUDIES IN POST-COLONIAL LITERATURE: DIASPORA  
LITERATURES IN ENGLISH**

This course interprets diaspora broadly and addresses recent poetry, fiction and non-fiction prose written by migrant minorities (especially new immigrants who form visible minorities) and national minorities (such as the African and Asian diasporas and indigenous/ tribal cultures) in Britain, Canada, the USA, Australia and New Zealand. We will seek to understand what it means to live in diaspora. Can we think of diaspora in terms of border-crossings, or does living diaspora mean that we continuously inhabit borderzones? How is diaspora a useful concept for understanding the political, geographical, and cultural displacements of indigenous or aboriginal peoples by colonial and post-colonial nation-state formations? In addition to required readings by indigenous writers, we will view the film *Rabbit-Proof Fence*. Finally, how do transnational writers representing multiple diasporas complicate nationalist notions of belonging?

**Course Credit Exclusion(s):** AS/EN 4233 6.0

**Projected Enrolment:** 35

**Course Director:** V. Alston

**\*\* AS/EN 4103 3.0M (Winter) STUDIES IN LITERATURE THEORY: CULTURAL  
STUDIES- LATIN AMERICAN DIASPORAS**

**\*\* This course was recently added to the LACS list but it is still pending formal university approval as a LACS course. Students who take this course in 2008/2009 should notify the LACS office to ensure that it is credited as a LACS course.**

This course examines cultural and critical production of Latin American diasporas, including novels, poetry, film, performance, and critical theory. There is a vast and exciting body of Latina and Latino works in that can barely fit into customary categories such as national literatures and postcolonialisms. Created with a view to more than one Caribbean, South American, Central American, and North American literature and geography (and sometimes all at once), Latina and Latino cultural expressions expand and challenge critical boundaries. Far from being a unified or unitary ethnic, cultural, or geographic entity, Latina/o literature is in itself a crossroads of many nations, peoples, and narratives. Our texts and cinematic materials focus variously on U.S.-Mexico borderlands, Central American refugees, Dominican and Puerto Rican immigrants, Chilean and Cuban exiles and performers and much more. We will begin the course with fictional texts and readings about Latina/o history (Juan González, *Harvest of Empire*), Latina/o identity (Susan Oboler, *Ethnic Labels*, *Latino Lives*), and Latina/o literary history (José David Saldívar, Kristen Griesz et al.) and devote the semester to exploring the varied Latin American diaspora imaginary through issues of empire, conquest, diaspora and migration, race and ethnicity, and literary and social transnational movements and exchanges. We will also read Latina/o cultural studies

and critical theory and explore Latina/o critical vocabulary such as mestizaje, "borders," "transculturation," Xicanisma, coloniality of power, and "our América."

**Course Director:** D. Kandiyoti

## **GEOGRAPHY**

### **AS/GEOG 2020 6.0 GEOGRAPHICAL TRANSFORMATION OF THE CARIBBEAN ISLANDS**

\*FORMERLY AS/GEOG 3020 6.0, AS/GEOG 3020 3.0

This course analyses the geographical changes that have occurred in the islands of the Caribbean since 1492, including changes in population, economy, environmental conditions, social conditions, and political status. Current economic, social and environmental problems are related to a long series of transformations over the past 500 years; transformations which have led to migration, radical changes in the use of land, reshaping of the landscape, and to the development of unique Caribbean cultures. Geographical changes are traced using texts, maps, data, pictures, and video. Lectures, illustrations, and related data are compiled on the course's comprehensive website.

**Course Credit Exclusions:** AS/GEOG 3020.03, AS/GEOG 3020.06

**Course Director:** T.B.A

### **AS/GEOG 4020 3.0 THE CARIBBEAN ISLANDS SINCE 1492**

The seminar considers changes in the public perception of the regional character of the Caribbean Islands through five centuries, and then examines the evidence and methods that can be used to assess regional change - both "real" and "imagined".

**Pre-requisites:** 54 credits successfully completed, including GEOG. 1400; and GEOG. 1000 or GEOG. 1410. GEOG. 2020 is recommended

**Course Director:** W. Found

## **HISTORY**

### **AS/HIST 2720 6.0A HISTORY OF LATIN AMERICA**

This course provides an introduction to the history of Latin America from the Iberian conquests to the present, examining both unifying developments and regional differences. Key themes may include the nature and long-term effects of the conquests;

differences and relations between groups of African, European, Indigenous, and mixed descent; the development of distinctively Latin American cultures; and the challenges of nation building.

**Course credit exclusions:** AS/HIST 3720 6.00 (prior to Fall/Winter 2000-2001), GL/HIST 2200 6.00.

**Course Directors:** A. Rubenstein and A. Durston

<p style="text-align: center;"><b>AS/HIST 2730 6.0A HISTORY OF THE CARIBBEAN: FROM COLONIZATION TO INDEPENDENCE</b></p>
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This course examines the historical development of the Caribbean. It begins with the period of aboriginal occupation and the arrival and colonization by Europeans and then explores the transformation of the region by the introduction of plantations worked by enslaved Africans. It inquires into the reasons for, and effects of, the abolition of the slave trade and emancipation of enslaved labor. It next assesses the societies' adjustment to emancipation and it evaluates the justification for and the impact of the arrival of Asian indentured immigrant labor to the region. For the period of enslavement and also in the post-emancipation years, it analyses the different paths of economic development in the region, along with the social and political structures and the cultural characteristics which marked the Caribbean. The course also examines the increased influence of the United States in the region, labor unrest in the twentieth century, the impact of the world wars and the movements towards political independence, as well as attempts at regionalism. It concludes with a discussion of the contemporary challenges facing these relatively small societies given this historical development.

**Course Director:** D. Trotman

<p style="text-align: center;"><b>AS/HIST 3730 6.0 MEXICAN HISTORY FROM THE AZTECS TO THE MEXICAN REVOLUTION (1325-1911)</b></p>
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Mexican history from the rise of the Aztec Empire to the Mexican Revolution (1911-1917). The course deals with the processes of imperial expansion and collapse in the indigenous, Spanish and Mexican eras, within a context of increasing globalization.

**Course credit exclusion:** AS/HIST 3730 3.00 (prior to Fall/Winter 2004-2005).

**Course Director:** T.B.A

## AS/HIST 3736 6.0A COLONIALISM AND NATION BUILDING IN THE ANDES

This course examines the history of the Andean region of South America; especially Peru, from the conquest of the Inca empire by the Spanish up to the present day. Special attention is given to the situation of the indigenous population and its changing role in processes of empire and nation building that were dominated by white elites.

**Course Director:** A. Durston

## AS/HIST 4725 6.0A TOPICS IN MODERN CARIBBEAN HISTORY: THE TRANSITION TO INDEPENDENCE IN THE ANGLO-CARIBBEAN

This year's seminar focuses on the social history of the Anglo-Caribbean and the transition from colonial status to political independence during the period 1920-1962. It explores those socio-cultural developments which contributed to the movements for independence and the emergence of independent states in the 1960's. In the construction of this social history the course examines a number of themes (systems of formal education, popular/subaltern cultural practices, organized labor, ideologies of race and gender, and, the impact of migration) and their contribution to the emergence of national society. Although the bulk of the required reading is on the Anglo-Caribbean students will also be exposed to relevant theoretical and empirical readings drawn from outside of the Anglo-Caribbean. Students should expect to be responsible for approximately 120-150 pages of reading per week as preparation for class discussion. They will be required to write an essay based on these readings at the end of the first term.

In the second term the focus will shift to the research requirement of the course. Participants in this seminar will be expected to spend a considerable amount of time under the instructor's supervision using **the primary documents** of the period (available online, in local libraries, and through interlibrary loan) to write on some aspect of the social history of the period. In the first term the topic and research material for this research essay has to be discussed with, and be approved by, the instructor. In March a draft of this essay will be presented in class for general discussion and with a commentary by a class member. The final paper is due the first week of April.

**Course Director:** D. Trotman

**AS/HIST 4753 6.0A CHRISTIANITIES & INDIGENOUS CIVILIZATIONS IN  
COLONIAL LATIN AMERICA**

This seminar explores the establishment of Christianity among the indigenous peoples of colonial Latin America, with a primary focus on Mexico and Peru.

**Course credit exclusions:** AS/HIST 4755 (FW 07-08)

**Course Director:** T.B.A

**HUMANITIES**

**AS/HUMA 2310 9.0 AN INTRODUCTION TO CARIBBEAN STUDIES**

An introduction to the major cultural characteristics of the Caribbean through study of the scholars, writers, and artists of the region. Themes include colonialism, slavery and indentureship; the quest for national independence; the role of race, ethnicity and gender in the negotiation of individual and collective identities; the tension between elite and popular culture; and the Caribbean Diaspora in North America. Course materials include scholarly and literary works, films and music.

Critical skills taught in this course: critical thinking, analysis of texts, effective writing, oral expression, library and internet research.

**Projected Enrolment:** 140

**Course Director:** P. Taylor

**AS/HUMA 3315 3.0M (WINTER) BLACK LITERATURES AND  
CULTURES IN CANADA**

This course challenges the positioning of the African American experience as a dominant referent for black cultures in the Americas by insisting that narratives about black identity have to include Black Canada as a necessary and critical space of interrogation. The course, therefore, expands and redefines the boundaries of North America by examining Canada as a particular but shared American space that facilitates important new discussions about black experiences.

By examining the fictional writing being produced by blacks in Canada, the course offers one way of exploring the necessary intertexts that can help us redefine black experiences in Canada, the United States and the Caribbean. It argues that Black literatures in Canada by bringing together multiple black diasporas confront the tensions between home and homelessness, citizenship and exile located within diaspora experiences in general and, more specifically, black experiences in the Americas. While



the course begins, then, from an African Canadian perspective, it is very much concerned with articulating the possibility of a transatlantic African diasporic sensibility.

**Course Director:** A. Davis

<b>AS/HUMA 3664 3.0(F) CARIBBEAN TRADITIONAL CULTURE</b>
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By definition, the oral tradition involves the transmission of cultural information from one generation to the next, the information so-transmitted, and the cultural configuration resulting from this process. As such, it entails a very particular mode of intra-cultural communication. This course will examine the basic nature of this phenomenon with reference to specific examples drawn from various Caribbean culture groups.

**Course Director:** G. Butler

<b>AS/HUMA 4300 6.0A ASPECTS OF MODERN LATIN AMERICAN &amp; CARIBBEAN STUDIES: MYTH, HISTORY AND CARIBBEAN IMAGINATION</b>
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\*SAME AS AS/SOSC 4450 6.0A

This course draws on oral history, novels, and some of the most accessible and entertaining social scientific studies to explore some of the central themes of both Latin American and Caribbean history and contemporary life, including revolution and resistance, race relations, economic development and politics.

**Projected Enrolment:** 20

**Course Director:** T.B.A

**SOCIAL SCIENCE**

<b>AS/SOSC 2460 9.0A CONTEMPORARY LATIN AMERICA</b>
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This course introduces students to the basic features of contemporary Latin America. It focuses on phenomena common to the region as a whole while touching on regional differences to highlight the diversity of the experience of Latin Americans. It begins with an historical overview of the forces and events that have shaped Latin America since the Iberian conquest. Taking into account broader global transformations, the course traces the main social, political and economic changes that occurred in the region over the past century. The course examines the social and economic impact of free-market

economic development by focusing on recent transformations in rural and urban life, growing social inequalities, new forms of work, changes in community and family relations, and transformations in gender, class and race/ethnic relations. It also explores various political experiences including dictatorship, democracy and revolution, and highlights the creative responses of Latin Americans in their efforts to overcome inequalities and underdevelopment. The course concludes with an examination of popular culture and cultural resistance by focusing on the role of music and sports in the region. This course is part of the Faculty of Arts Foundations Program and focuses on improving student's reading, writing and research skills while challenging them to apply these skills to the field of Latin American studies.

**Course Credit Exclusions:** AS/SOSC 2450 6.0 /HUMA 2300 6.0

**Maximum Enrolment:** 112

**Course Director:** T.B.A.

**AS/SOSC 4450 6.0 ASPECTS OF MODERN LATIN AMERICAN & CARIBBEAN STUDIES**

\*SAME AS HUMA 4300 6.0

This course draws on oral history, novels, and some of the most accessible and entertaining social scientific studies to explore some of the central themes of both Latin American and Caribbean history and contemporary life, including revolution and resistance, race relations, economic development and politics.

**Projected Enrolment:** 20

**Course Director:** T.B.A

**AS/SOSC 4452 3.0M STATE AND CIVIL SOCIETY IN LATIN AMERICA: SOCIAL MOVEMENTS & COMMUNITY DEVELOPMENT IN THE 21<sup>ST</sup>. CENTURY**

This course examines the newly emerging relationship between civil society, social movements, and the state that resulted from neoliberal restructuring in Latin America. The course reviews how various development discourses define the relationship between state, civil society and the market, and assesses the implications of these definitions for democracy, equality, and social justice in the region. The main aim of the course is to develop an understanding of the changing roles and functions of community organizations, social movements, and NGOs in Latin America today.

Many grass-root organizations and social movements in the region have recently entered into partnerships with governments and international development institutions to promote community participation in the design, monitoring, and management of local development programs. Proponents of these initiatives argue that they enhance citizen

participation, local democracy, and community empowerment. Their critics, however, suggest that they “pacify” grass-root organizations by turning them into service providers and/or managers of local development projects and as a result, avoid the need for more radical politics. The course reviews these debates in order to analyze the actual and potential role of civil society and community-based initiatives in Latin America. This is achieved through an in-depth analysis of selected case studies and a systematic review of theories of social movements and grass-root development.

**Maximum enrolment:** 25

**Course Director:** T.B.A.

## **SOCIOLOGY**

<p style="text-align: center;"><b>AS/SOCI 4230 6.0 SOCIOLOGY OF ETHNIC GROUPS: INDO-CARIBBEAN IN CANADA</b></p>
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This course examines negotiations about culture, politics and social organization that stem from the shared experience of migration between members of racialized groups and/or ethnic communities. Through consideration of texts by and about Indo-Caribbean peoples, this course engages post-colonial theory to explore questions about belonging/exclusion, social justice and the production of culture. In their major essay, students will investigate the constitution of “Indo-Caribbean-ness” or Indo-Caribbean identity(ies) in Canada, paying particular attention to how discourses of ‘race’, gender and sexuality are mediated in their production.

**Course Director:** A. Gosine

## LANGUAGES COURSES

LACS students are required to demonstrate language competence relevant to their programme of study. The following courses are offered by the Department of French Studies, the Department of Languages, Literatures and Linguistics and by Glendon College. Please note that these language courses do not count toward the 36 LACS credits majors are required to take or the 30 credits needed by minors.

### **FRENCH**

AS/FR 1020 6.0	Elementary French for Near Beginners
AS/FR 1030 6.0	Intermediate French
AS/FR 1060 6.0	French for Management
AS/FR 1080 6.0	Language and Culture in the French-Speaking World

### **JAMAICAN CREOLE**

AS/JC 1000 6.0	Introduction to Jamaican Creole
AS/JC 2000 6.0	Intermediate Jamaican Creole

### **PORTUGUESE**

AS/POR 1000 6.0	Elementary Portuguese
AS/POR 2000 6.0	Intermediate Portuguese
AS/POR 3000 6.0	Advance Portuguese, Level 1
AS/POR 3650 3.0	Aspects of Modern Brazil

### **SPANISH**

AS/SP 1000 6.0	Elementary Spanish
AS/SP 2000 6.0	Intermediate Spanish
AS/SP 2010 6.0	Intermediate Spanish for Native Speakers
AS/SP 3000 6.0	Advanced Spanish Language and Grammar (formerly AS/SP 2040 6.0)
AS/SP 3050 6.0	Advanced Spanish for Commerce
AS/SP 4120 3.0	History of the Spanish Language
AS/SP 4130 3.0	Varieties of Spanish Worldwide

## **FIRST YEAR COURSES**

**These courses do not count for credit towards a LACS major or minor but are strongly recommended to students with Latin American or Caribbean interests. Please consult Divisional First Year Calendars and the Founders College Calendar for further details.**

### **AS/HUMA 1300 9.0A CULTURES OF RESISTANCE IN THE AMERICAS: THE AFRICAN AMERICAN EXPERIENCE**

This course addresses the ways in which diasporic Africans have responded to and resisted their enslaved and subordinated status in the Americas. Resistance is first addressed in relationship to slavery, but later in the course resistance is seen in a much broader context: in response to post-colonial and post-civil rights, and as an engagement of national, economic, cultural and social forces. Thus, resistance might be understood as a continuing legacy of black peoples' existence in the Americas. Resistance is, first, read in relationship to European domination in the Americas and, second, to national and other post-emancipation forms of domination which force us to think of resistance in increasingly more complex ways. The "anatomy of prejudices"—sexism, homophobia, class oppression, racism—come under scrutiny as the course attempts to articulate the liberatory project.

The course focuses, then, on the cultural experiences of African diasporic peoples, examining the issues raised through a close study of black cultures in the Caribbean, the United States and Canada. It critically engages the ways in which cultural practices and traditions have survived and been transformed in the context of black subordination. It addresses the aesthetic, religious and ethical practices that enable black people to survive and build "communities of resistance" and allow them both to carve out a space in the Americas they can call home and to contribute variously to the cultures of the region.

**Course Director:** A. Davis

### **AS/SOSC 1430 9.0 INTRODUCTION TO INTERNATIONAL DEVELOPMENT STUDIES**

This course introduces students to the field of Development Studies, which has emerged as a result of efforts to bring about "development" in Third World countries. It uses a critical and historical approach, drawing on concrete case studies, to examine the assumptions, practices, and consequences of

development. It also examines various approaches to development and explores both their theoretical and cultural assumptions, and their concrete application in diverse historical and social contexts. These approaches are discussed in light of recent developments in the social sciences and changes in the global order, such as the feminist and the environmentalist critique of development models, the end of the cold war, the emergence of newly industrializing countries (NICs), globalization, and the weakening of nation-states.

**Course Director:** E. Canel

**FOUNDERS COLLEGE INTERNSHIP -  
LATIN AMERICAN & CARIBBEAN STUDIES PROGRAM**

## **(With York University Service Bursary)**

**Position Title:** Latin American and Caribbean Studies Academic Assistant

**Start Date:** Early October

**End Date:** Mid-April

**Description of Position Duties:** The Academic Assistant will be expected to carry out the following activities: Research on topics of interest to the field of Latin American and Caribbean Studies, including Career Opportunities, Study Abroad Programmes and Graduate Studies. The Academic Assistant will also update existing data-bases containing information on topics of interest to LACS students: Study-abroad Programme information on language training and academic courses in universities in LACS; up-to-date information will be kept on programmes at the University of West Indies and the University of Guyana (York has a formal student-exchange programmes with both of these institutes); graduate studies information regarding graduate schools (in Canada and abroad) in the field of Latin American and Caribbean Studies; and Internet Research, information regarding electronic access to data of interest to researchers working in the area of LACS. The Academic Assistant will organize special meetings for LACS majors to discuss the data collected through research.

**Preferred Qualifications:** The candidate should have an interest in fostering community, cultural and academic life in the University. Good interpersonal skills, along with good computer skills (wordprocessing, Internet use), are required.

**Terms:** The intern is required to give 125 hours of service (approximately 5 hours a week over 25 weeks) for a stipend of \$2000. The period of service falls within the Fall/Winter session. There will be four installments of \$500 which will be applied to the student's account at the University. Contact the Founders College Master's Office for further details.

***Applicants should submit a resume detailing their experience relevant to this internship, and cover letter to the Program Office (322 Founders) as well as expect to be called for an interview. The deadline is usually September/October, though earlier application is desirable.***

## **LACS BURSARIES**

## **THE W. W. ANDERSON AWARD IN CARIBBEAN STUDIES**

Awarded annually to a continuing third-year student enrolled in The Latin American and Caribbean Studies Program, Division of Social Science. The recipient must have successfully completed at least 60 credits, with a cumulative grade point average of 6.0 or higher and is currently registered in a minimum of 18 credits. The recipient must be a Canadian citizen, permanent resident or protected person, be an Ontario resident and demonstrate financial need. The award of \$560 is given during the Fall session. Preference is given to a student of African-Canadian heritage.

To receive consideration for this award, students must submit a Student Financial Profile available at [www.yorku.ca/osfs/bursaries.shtml](http://www.yorku.ca/osfs/bursaries.shtml). Students with disabilities have the option of submitting a paper application. Paper copies of the application are available at any of the disabilities service providers on campus.

## **LYDIA COVENAY BURNETT BURSARY**

**Offered:** In-Course (Fall)

**Type:** Bursary

**Value:** \$ 1250

**No. of Awards:** 1

**Description:** The bursary will be given annually to an undergraduate student currently enrolled in the **Latin American and Caribbean Studies Program**. Applicants must be currently enrolled in a minimum of 18 credits and have completed a minimum of 18 credits. Preference will be given to students who demonstrate a clear and compelling passion for, and a history of working with, the Caribbean community or the Caribbean-Canadian community. Applicants must be in good academic standing (minimum cumulative GPA of 6.0) and demonstrate financial need.

**Application Process:** To receive consideration for this award, students must submit a Student Financial Profile to the Office of Student Financial Services at [www.yorku.ca/osfs/bursaries.shtml](http://www.yorku.ca/osfs/bursaries.shtml). When submitting the Student Financial Profile online, students will be given the option to include a written statement re community involvement. Students with disabilities have the option of submitting a paper application. Paper copies of the application are available at disability service providers on-campus.

**FACULTY MEMBERS**



**TO CONTACT FACULTY MEMBERS:** Dial 736-2100 to connect to an extension number

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