

**LATIN AMERICAN
AND CARIBBEAN STUDIES
PROGRAM
(LACS)
2007-08 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 the cultures and societies of Latin America and the Caribbean. From an examination of the lives of indigenous peoples, cultural encounters and colonial enterprises through analyses of various systems of labour exploitation and resistance as well as the development of complex economic, political and socio-cultural relationships and hierarchies, the program provides a variety of perspectives on the regions. Whether in Anthropology, Economics, English, Geography, History, Humanities, Political Science, Social Science or Spanish, students who participate in LACS courses are exposed to a wide cross-section of the concerns which are important not only to those who reside in or hail from those regions, but in the wider global context.

Students can choose to pursue either an Honours Major or a Minor degree in Latin American and Caribbean Studies; we also welcome all who might have an interest in some of the very popular LACS courses. With the facilitation of scholars who are dedicated to critical engagement with the regions and whose research interests focus on them, 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. Since the courses within the program encourage the development of widened perspectives and the honing of analytical skills, students who pursue a path with LACS may well find that they are able to offer abilities that are appealing to corporations and institutions once they complete their undergraduate careers. Those qualities will also be useful for students who might be interested in going on to graduate school; we are anxious to assist in the realisation of those aspirations.

The LACS Program Office, which is expertly managed by Ms. Roberta Parris, 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! We hope that this phase of your lives and careers will be filled with triumphs and lasting accomplishments.

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

University of the West Indies

York University has two formal Student Exchange Agreements with the University of the West Indies (UWI) that allow students to study at UWI campuses in Jamaica, Barbados and Trinidad for up to a full academic year and get credit from York.

Majors may also get academic credit for courses taken at other universities in Latin America and the Caribbean. For additional information contact York International or the LACS Coordinator.

Michael Baptista Essay Prize

The friends of Michael Baptista and the Royal Bank of Canada established the 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.

The Michael Baptista Essay Prize and Lecture are named 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.

Jillian Ollivierre (Anthropology/Latin American and Caribbean Studies) won the 2006 prize at the undergraduate level for her paper titled, "Sex on the Beach: Hypersexuality, 'Making Do,' and Sexual Health in the Anglophone Caribbean." The essay was the unanimous choice of the panel of judges who pointed to the outstanding quality of the work. Congratulations to Jillian who is a part of the LACS family!

Jasmin Hristov (Sociology) won the 2006 prize at the graduate level for her paper titled, "Visibilizing and Humanizing Indigenous Peasant Movements: The Case of the CRIC in Colombia" while honourable mention at the graduate level went to Marcelo Vieta for his paper, "The Worker-Recovered Enterprises Movement in Argentina."

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 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 2007 - 2008

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 descendents 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: V. Alston

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: C Kim

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 4231 3.0 A (Fall) Studies in Post-Colonial Literature:
Derek Walcott**

The course considers Derek Walcott's development as a poet and dramatist. It analyses Walcott's main themes, forms and techniques, and attempts to assess his success in incorporating diverse cultural and technical influences into a distinctive West Indian style. A more detailed description will be available during the summer from the Undergraduate Program Office, 208E Stong College or the English Department website www.arts.yorku.ca/english.

Projected Enrolment: 22

Course Director: T.B.A

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: TBA

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 Modern Latin America, 1810 to the Present

An introduction to the history of Latin America in the nineteenth and twentieth centuries. Given the size and diversity of the region, this course will limit itself to a number of comparative themes: the growth of local and national cultures, the struggle for economic development and political autonomy, and relations among Latin American nations, Europe, and the United States. Special emphasis will be placed on Brazil, Central America, Chile, and Mexico. Topics may include: slavery, resistance to slavery, and abolition; European immigration to the Americas; the rise of the "banana republic"; revolutions in Mexico, Cuba, and Nicaragua; the long-term survival of indigenous peoples; and the rise of mass media.

Course Credit Exclusion: AS/HIST 3720 6.0A

Projected Enrolment: 75

Course Director: A. Rubenstein

AS/HIST 2730 6.0A History of the Caribbean: From Colonization to Independence

The course examines the historical development of the Caribbean beginning with the period of aboriginal occupation, followed by the arrival and colonization by Europeans, and ending with the struggle for sovereignty in the face of American intrusion into the region. It explores the transformation of the region with the introduction of tropical staples and the arrival of enslaved Africans and indentured immigrants who cultivated them, primarily within the context of a "plantation complex." It inquires into the reasons for, and effects of, the abolition of slavery and assesses the societies' adjustment to emancipation, including an evaluation of the justification for and the impact of Asian indentured immigrant labor on the region. For the period of enslavement and also in the post-emancipation years, the course analyses the different paths of economic development in the region, along with the social and political structures and the cultural institutions that characterized the Caribbean. The increased influence of the United States in the region, the waves of unrest in the twentieth century, the impact of the world wars and the movements towards political independence, as well as attempts at regionalism and the struggles for sovereignty are also examined.

Projected Enrolment: 75

Course Director: M. Johnson

AS/HIST 3710 6.0A Ideology, Politics & Revolution in the Caribbean

This course will examine the economic, social and cultural roots of ideology and politics in the Caribbean from the end of the eighteenth to the mid twentieth century, that is, from the Haitian to the Cuban Revolution. It explores the patterns of social and cultural transformation in the aftermath of emancipation. The readings and discussions focus on the struggles to reclaim personhood and human dignity after the collapse of the racially based slave systems, the challenges to the old class system and the emergence of new classes, and the informing role of gender in the reconfiguration of the post-slavery society. These foci will be used to examine a number of themes including education, law and (dis)order, and popular culture (religion, entertainment, sport).

Students should NOT register for HIST 2730 and HIST 3710 concurrently. Students who have not already completed HIST 2730 or HIST 3700 would benefit from reading F.W. Knight, *The Caribbean* before the class.

Projected Enrolment: 50

Course Director: D. Trotman

AS/HIST 3732 3.0M (W) Contemporary Mexican History, 1940-2000

This course examines the post-Revolutionary period in Mexico. Through a study of a period of single-party rule, this course emphasizes rapid demographic, economic, social and cultural change in a time of apparent political stasis, concluding with some questions about why and how the Mexican political system did change in 2000.

Course Director: A. Rubenstein

AS/HIST 3734 6.0 Resistance in Latin American History

This course invites students to analyze and compare political, cultural, and social conflicts in Latin America. Conflicts to be studied may be from the era of the Spanish and Portuguese conquest, or from more recent history

Course Director: T.B.A

AS/HIST 4755 Cultural and Social History of Colonial Latin America

Comparative analysis of the cultures and societies of Colonial Latin America; discussion of the historical process of reinventing, reinterpreting and negotiating the colonial reality.

Course Director: T.B.A.

AS/HIST 4830 6.0 In Slavery and Freedom: Blacks in the Americas

This course examines and compares the responses of Africans and their descendants to the experiences of enslavement, racism, colonialism and imperialism from the fifteenth century to the twentieth century and analyses the impact of the African presence on western 'civilisation'. The course begins with an examination of sub-Saharan African societies which were the sources of the enslaved population transported to the Americas. The major debates around the Atlantic Slave Trade along with comparative histories of enslavement in the Caribbean, Brazil, Latin America, the United States and Canada will be examined. The experiences of free Blacks who lived in slave societies, as well as the 'degrees' of blackness which emerged in those societies will also be examined. The course compares the processes of emancipation of enslaved Africans and 'creoles' across the Americas and the level of integration of the freed population into the economic, social and political hierarchies of their societies. The importance of race theories as well as class/race/gender relations will be discussed throughout and various elements of 'black culture' in the Americas will be explored in order to determine the degree to which similarities might exist.

Course Director: M. Johnson

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 3305 3.0A (Fall) Calypso as Caribbean Oral Literature

The calypso is a musical/poetic form that is part of the wider oral tradition of the Caribbean. This course is an intensive exploration of the development of this art form since 1922 with an emphasis on the post 1962 period in order to delineate changes in its form, function and content over time. Through an examination of the works of selected oral performers (including Atilla the Hun, The Lord Kitchener, The Mighty Sparrow, The Mighty Duke, Black Stalin, Chalkdust, David Rudder) the course interrogates calypso for commentaries on historical vision and nationhood, race and ethnicity, gender and sexuality. Since the calypso is essentially a performance art as well as an oral/aural tradition the course utilizes extensive audio/visual material. Apart from the extensive readings students are expected also to devote considerable time to the critical listening of calypso performances. This audio/visual aspect of the course is linked to readings drawn from the critical literature on the subject including writings from Kamau Braithwaite, Ruth Finnegan, Cynthia Mahabir, Isidore Okpewho, Shalini Puri, Louis Regis, Gordon Rohlehr, Hope Smith, Nana Wilson-Tagore, Keith Warner.

This is not an introduction to the Caribbean. It is assumed that students would have already completed introductory courses on the Caribbean before attempting this course. This course will have a WebCT site where the audio and accompanying lyrics as well as other course material will be posted. Students are therefore required to activate and regularly use their WebCT accounts in order to participate in the course.

Projected Enrolment: 30

Course Director: D. Trotman

AS/HUMA 3664 3.0(F) Caribbean Traditional Culture

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

AS/HUMA 4300 6.0A Aspects of Modern Latin American & Caribbean Studies: Myth, History and Caribbean Imagination

*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: J. Hellman

LANGUAGE, LITERATURE & LINGUISTICS

AS/SP 3210 6.0 Aspects of Spanish American Literature

The course introduces students to the significant trends in Spanish American literature from colonial times to the present and attempts to achieve the main aims of the study of literary history: i) acquaint students with the important social, historical and literary influences on the development of the literature; ii) heighten their response to and appreciation of literature. Towards this end, literary concepts and skills necessary for analysis and commentary are discussed.

Prerequisite: AS/SP2200 6.0 or equivalent.

Course Director: TBA

AS/POR3650 3.0F Aspects of Modern Brazil

(taught in English)

This course presents a picture of modern Brazil through literary works starting from Naturalism and continuing through the three phases of Brazilian Modernism, 1922-1930, 1930-1945 and from 1945 to the present. Writers such as the following are looked at in more detail: Aluísio Azevedo, Raquel de Queiroz, Graciliano Ramos and Jorge Amado. There is also a course kit of shorter literary and non-literary writings in Portuguese. Some of the films that may be shown and discussed include *Orfeu Negro* (1959), *Deus e o Diabo na terra do Sol* (1964), *Vidas secas* (1964), *Bye, Bye Brasil* (1979); *Guerra de Canudos* (1997) *Orfeu* (1999), *Cidade de Deus* (2002) and *Carandiu* (2003).

Prerequisite: AS/POR2000 6.0 or equivalent, or permission of department.

Course Director: M.João Dodman

AS/SP4650 6.0 Literature and Music in Spanish America

This course studies significant movements and interactions between literature and music as authentic expressions of cultural identity in Spanish America, by examining the textual and performative contexts in which musical forms are adopted in literature and literature is set to music.

Prerequisite: AS/SP2200 6.0

Course Director: M. Figueredo

SOCIAL SCIENCE

AS/SOSC 2460 9.0A Contemporary Latin America

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: J. Hellman

AS/SOSC 4452 3.0M State and Civil Society in Latin America: Social Movements & Community Development in the 21st. 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

AS/SOCI 4230 6.0 Sociology of Ethnic Groups: Indo-Caribbean in Canada
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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.

LANGUAGE (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

LANGUAGE (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

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

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/HIST 1035 6.0 Impact of Europeans on the North American Environment

The arrival of Christopher Columbus on the shores of America in 1492 is usually described as the discovery of America. It was for the Europeans, but it was also something else. For the peoples who had lived in America for centuries, discovery turned out to be a conquest," as the newcomers gradually imposed themselves and their laws, religion, economic order, and biological and ecological conditions on the indigenous peoples and environments. The purpose of this course is to study discovery and conquest in the widest sense of those terms. The focus is on the anthropological and ecological aspects of cultural contact: the land, people, flora, fauna, and resources of America and what happened to them after the arrival of European explorers, traders, missionaries, settlers, and representatives of European states.

The course follows a lecture-tutorial format. A weekly lecture introduces students to the indigenous worlds before 1492 and to the variety of issues that were raised by European-American contact. The tutorials are designed to introduce students both to the discipline of history, how history is written and interpreted and to the subject matter of European discovery. Readings include interpretive accounts based on the writings of early explorers, imperial officials, settlers, and Native peoples. Written work includes two short essays in the Fall term, which aim to introduce students to critical reading of historical writing, and a research essay in the Winter term.

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

AS/HIST 1050 6.0 Life Love and Labour: An Introduction to Social and Cultural History

From the late eighteenth century to the twentieth century, the societies of Western Europe and North America underwent radical change. The industrial revolution, the rise and fall of slavery, massive migration and urbanization, European conquest of the Americas, two World Wars, and the advent of mass media (including newspapers, radio, and motion pictures) transformed not only politics and the economy, but also how 'ordinary people' lived and saw their world. This course focuses on the histories of men, women, and children, of families and communities, of work and leisure to see how ordinary people experienced this changing world and helped shape it.

Course Director: T.B.A.

**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.)

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