

LATIN AMERICAN AND CARIBBEAN STUDIES PROGRAM (LACS)



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PROGRAM WEBSITE

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Message From The Coordinator

Welcome to the Latin American and Caribbean Studies Program (LACS) at York University. We offer an exciting and carefully selected group of courses across disciplines in the Faculty of Arts designed to enhance your academic experience. These courses allow you to expand your area of research beyond a traditional major and give you the critical tools needed to help you develop your own understanding of the world.

The Latin American and Caribbean regions open up and facilitate some of the most important discussions about the historical processes of “New World” slavery and resistance, colonialism and neo-colonialism, global political and economic expansion, “Third World” development and underdevelopment, and indigenous civilizations. Our courses engage all of these issues from multiple perspectives and insist on the strategic importance of Latin America and the Caribbean within an ever-expanding global context.

LACS gives you the opportunity, therefore, to critically engage current issues and concerns that are of interest to you but might otherwise be excluded from an area of study limited to only one particular department or major. For this reason, our courses are enormously popular. Still, one of the questions I get asked most frequently by students is, how can I use a degree in LACS after graduation?

An Honours Major or Minor degree in LACS will strengthen the value of your traditional Faculty of Arts undergraduate degree by giving you the additional critical and analytical tools that corporations and institutions value. LACS offers you, in reality, a more rounded degree that will increase your flexibility in the labour force. Within the context of an expanding global network, a degree in LACS can also position you to take advantage of widening economic and political strategies that require expertise to facilitate cooperation among governments and businesses within the Americas and globally.

To help you achieve your learning and career goals, LACS is pleased to offer you the help and resources of a dedicated and proven group of academics who have devoted years of research to Latin America and the Caribbean and are committed to enhancing critical understandings of the regions. I take the opportunity here to thank these supportive and committed faculty members for their contributions to the study of the regions and for their commitment to the growth and success of the LACS program at York.

Welcome once again to the challenge and fun of learning. Let’s make the four years count for something.

Andrea Davis, PhD
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. 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. The Development Studies Resource Centre, which LACS co-sponsors with African Studies, Founders College and the Faculty of Arts, is located in 202C Founders College. We recommend that LACS majors become members of Founders College, so they can participate in events co-sponsored by the program and the College.

LACS majors are also encouraged to join the LACS Students Association (LACSA), which provides students with an opportunity to meet and set their own agenda.

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 a full academic year and get credit from York.

Dominican Republic Study Abroad Summer Program

This program introduces students to the study of Dominican culture and politics by combining six and nine-credit beginner and upper-level courses in Spanish with field experience. These courses may be used to meet the LACS language requirement or for additional credit towards a LACS or other degree.

Majors may also get academic credit for courses taken at other universities in Latin America and the Caribbean. For 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.

The 2003 prize was won at the undergraduate level by Jillian Di Nallo for her paper titled, "A 'Great Mistake to Go By Looks': Overcoming Stereotypes in Caribbean Literature." Aaron Kamugisha received the award at the graduate level for his paper titled, "Reading Said and Wynter on Liberation and the Caribbean Intellectual Tradition."

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 (Note: six credits of this course will count towards the LACS major) or AS/SOSC 2460 6.0, Contemporary Latin America. In addition to the core course, students will take at least 30 credits in LACS including a minimum of six credits in LACS at the 4000-level.

Honours (Minor) BA Program

The programme 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 (six credits of this course will count towards the LACS minor) or AS/SOSC 2460 6.0, Contemporary Latin America—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, 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.

LACS COURSE SCHEDULE 2004-2005

COURSE	DIRECTOR	TIME & LOCATION	
ATKINSON SUMMER 2004			
AK/EN 3862 3.0 Caribbean Literature	D. Cooper-Clark	MTWR 9:30-12:30	3006 VH
ANTROPOLOGY			
AS/ANTH 2100 6.0 One World, Many Peoples	T. Holmes	Lect. R 12:30-2:30 Tut. 1 R 2:30-3:30 Tut. 2 R 3:30-4:30 Tut. 3 R 2:30-3:30 Tut. 4 R 3:30-4:30 Tut. 5 R 2:30-3:30 Tut. 6 R 3:30-4:30	SLH-A 2005 VH 1158 VH 1158 VH 3017 VH 2016 VH 2016 VH
AS/ANTH 3220 6.0A Greed, Globalization & the Gift: The Culture of Capitalism	A. Schrauwiers	R 11:30-2:30	N143 R
ECONOMICS			
AS/ECON 3310 3.0A F Development Economics I	M. Anam	M&W 1:00-2:30	N203 R
AS/ECON 3320 3.0M W Development Economics II	TBA	M&W 1:00-2:30	N203 R
ENGLISH			
AS/EN 2370 6.0A Post-Colonial Literature: Caribbean	V. Alston	Lect. T 10:30-11:30 Tut. 1 T 4:30-6:30 Tut. 2 T 12:30-2:30 Tut. 3 T 4:30-6:30	CLH-J S171 R 212 SC S172 R
AS/EN 3440 6.0A Post-Colonial Writing in Canada	TBA	M 2:30-5:30	214 SC
AS/EN 4233 6.0A Post-Colonial Literature: Diaspora Literatures	TBA	F 11:30-2:30	221 SC

COURSE**DIRECTOR****TIME & LOCATION****GEOGRAPHY**

AS/GEOG 2020 6.0A Geographical Transformation of the Caribbean Islands	W. Found	T 2:30-5:30	135 VC
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HISTORY

AS/HIST 2720 6.0A Modern Latin America, 1810 to the Present	A. Rubenstein	Lect. R 8:30-10:30	0010 TEL
		Tut. 1 F 9:30-10:30	0004 TEL
		Tut. 2 F 10:30-11:30	0015 TEL
		Tut. 3 R 3:30-4:30	0013 TEL
		Tut. 4 R 4:30-5:30	1020 VH

AS/HIST 2730 6.0A History of the Caribbean: From Colonization to Independence	M. Johnson D. Trotman	Lect. T 8:30-10:30	0010 TEL
		Tut. 1 F 8:30-9:30	0009 TEL
		Tut. 2 F 9:30-10:30	0009 TEL
		Tut. 3 T 2:30-3:30	318 CC
		Tut. 4 T 3:30-4:30	318 CC

AS/HIST 3731 6.0A Twentieth Century Mexico	A. Rubenstein	T & R 4:00-5:30	106 WC
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AS/HIST 4755 6.0A Colonial Latin America	E. Melville	W 11:30-2:30	1152 VH
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HUMANITIES

AS/HUMA 2310 9.0A Introduction to Caribbean Studies	P. Taylor	Lect. W 12:30-2:30	CSE-B
		Tut. 1 W 4:30-6:30	109 FC
		Tut. 2 R 12:30-2:30	104 FC
		Tut. 3 R 4:30-6:30	034 FC
		Tut. 4 W 4:30-6:30	114 FC
		Tut. 5 F 8:30-10:30	117 FC
		Tut. 6 R 8:30-10:30	002 MC
		Tut. 7 F 10:30-12:30	105 FC

AS/HUMA 3305 3.0A F Calypso as Caribbean Oral Literature	D. Trotman	T 11:30-2:30	104 FC
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AS/HUMA 3310 3.0A F Writer and Folk Culture in the Caribbean	D. Cooper-Clarke	W 2:30-5:30	104 MC
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COURSE**DIRECTOR****TIME & LOCATION****HUMANITIES cont'd**

AS/HUMA 3315 3.0M W Black Literatures and Cultures in Canada	A. Davis	R 11:30-2:30	103 FC
AS/HUMA 3316 3.0A F Black Women's Writing in the Caribbean, Canada and the United States	A. Davis	R 11:30-2:30	103 FC
AS/HUMA 4300 6.0A Aspects of Modern Latin American and Caribbean Studies	TBA	W 8:30-11:30	114 WC

POLITICAL SCIENCE

AS/POLS 3553 6.0	J. Hellman	T & R 10-11:30	031 HNE
AS/POLS 4225 3.0 F Canada and the Americas	E. Dosman	M 4:00-7:00	1018 VH

SOCIAL SCIENCE

AS/SOSC 2460 9.0A Contemporary Latin America	E. Canel	Lect. W 12:30-2:30 Tut.1 W 2:30-4:30 Tut. 2 R 12:30-2:30 Tut. 3 R 2:30-4:30 Tut. 4 R 8:30-10:30 Tut. 5 W 8:30-10:30	S137 R 3004 VH 116 VC 101 MC 003 MC 3004 VH
AS/SOSC 2812 6.0A Social Thought in African and Caribbean Literature	A. Sekyi-Otu	M 11:30-2:30	034B FC
AS/SOSC 3410 6.0A (same as AS/POLS 3553 6.0) The Political Economy of Latin America & the Caribbean	J. Hellman	T & R 10-11:30	031 HNE
AS/SOSC 4450 6.0 (same as HUMA 4300 6.0) Aspects of Modern Latin American & Caribbean Studies	TBA	W 8:30-11:30	114 WC
AS/SOSC 4452 3.0M W State and Civil Society in Latin America	E. Canel	R 11:30-2:30	1018 VH

SOCIOLOGY

AS/SOCI 4390 3.0M W Immigration, the State and Transnationalism	L. Goldring	T 11:30-2:30	TBA
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COURSE DESCRIPTIONS 2004 -2005

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.

ATKINSON – ENGLISH SUMMER 2004

AK/EN 3862 3.0A Caribbean Literature

*FORMERLY AK/EN 3110C 3.0

This course examines Caribbean literature in English. The course explores how colonialism, postcolonialism, and the lived experiences of the Caribbean people have shaped the novel, short story, poetry, and drama.

Degree credit exclusion: AK/EN 3110C 3.0.

Evaluation: 1 essay - 40%, class work (group work, participation, life writing, questions/texts) - 60%

Course Director: D. Cooper-Clark

ANTHROPOLOGY

AS/ANTH 2100 6.0 One World, Many Peoples

The formation 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 Columbus to the Industrial Revolution. We then go on to examine more closely the processes of nineteenth and twentieth century colonialism that ensured the establishment of the modern world system. Once we have gained some theoretical and historical insight into the emergence of a global capitalist economy, we focus on more contemporary issues raised by the conditions of the modern world system. In this context, we will look at such things as development policies and their consequences for third world peoples, the politics of resistance to internal colonialism, the relationship between indigenous cultural forms and the modern world system, and the politics of representation.

Evaluation: Research Paper and Proposal - 40%, Issues Assignment - 10%, First Term Exam - 20%, Second Term exam - 20%, Tutorial Participation - 10%

Course Director: Teresa Holmes

AS/ANTH 3220 6.0A Greed, Globalization And The Gift: The Culture of Capitalism

Global capitalism at the millennium is triumphant: Or is it? Are alternate models of “Economic Man” redundant, or can Economic “science” be contested on its home turf, the “free” market? Can anthropology offer unique insights into “modern” economies: or are we limited to reflection on the “gift” or “moral” economies posited by traditional economic anthropology?

This course has two main themes: first, it examines the nature of capitalist enterprise historically and ethnographically. It thus focuses upon the anthropology of capitalism and the capitalist firm, and the new multi-sited methods required to study a global economic system. We will examine the variety of forms of corporate capitalism (including the differences between agrarian and industrial capitalisms); the spread of capitalism and the “world system” through to age of globalization; and the failure of neo-liberal development policies to deliver economic prosperity.

Secondly, this course aims to provide undergraduates with the critical tools they require to analyze the pervading neoliberal economic culture within which most current government, media and business discourses are couched. The “battle in Seattle”, the Zapatista revolt in Chiapas and other attacks on the World Trade Organization all point to the increasing interconnection of global capital flows, neoliberal economic restructuring, and global movements of resistance. We will thus examine these movements through the use of alternate models of economic behaviour, such as those provided by the Substantivists, Political Economy approaches, and the work of Bruno Latour and the Critical Accounting Theorists.

Evaluation: 2 essays (1 essay per term) – 2 x 25%, 2 exams (tests – 2 x 20%, participation – 10%.

Projected Enrolment: 50

Course Director: A. Schrauwers

ECONOMICS

AS/ECON 3310 3.0A (Fall) Development Economics I

The course offers an analysis of the economic problems facing less developed countries. The course covers such topics as the meaning of and theories of development, growth and technological change, population growth, urban and rural migration and education and health.

Degree Credit Exclusion: AK/ECON 3550 3.0

Prerequisite: AS/ECON I000 3.0 / I0I0 3.0/ 1900 3.0 or equivalent

Course Director: M. Anam

AS/ECON 3320 3.0M (Winter) Development Economics II

This course studies the policies and institutions for overcoming economic retardation in the Third World. Covers: 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.

Degree Credit Exclusion: AK/ECON 3560 3.0

Prerequisite: AS/ECON 3310 3.0, or equivalent.

Course Director: TBA

ENGLISH

AS/EN 2370 6.0A Post-Colonial Literature: Caribbean

A study of poetry, drama, and fiction by writers of English expression from various Commonwealth countries, with the main emphasis on critical examination of these works as literature and some attention to their historical and cultural contexts.

Degree Credit Exclusion: AK/EN 3862 3.0

Course Director: V. Alston

AS/EN 3440 6.0A Post-Colonial Writing in Canada

An examination of the meaning of post-coloniality in the Canadian context by focusing on the work of writers of Native, Caribbean and South Asian backgrounds. It would be fruitful to study them together as their work provides a foreground to the experience of colonialism.

Course Director: TBA

AS/EN 4233 6.0A Post-Colonial Literature: Diaspora Literatures

This course will focus upon recent diaspora fiction written in English-speaking countries such as Canada, Great Britain, the USA, Australia and New Zealand. The term "diaspora" is given its broadest interpretation, including the writings of migrant minorities (particularly new immigrants who form a category described as "visible minorities") and national minorities (such as the Black diaspora and indigenous/"tribal" cultures. In addition to reading these texts for their important aesthetic and thematic attributes, we will also discuss how they function as artistic expressions of diaspora realities.

Course Director: TBA

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.

Degree Credit Exclusions: AS/GEOG 3020.03, AS/GEOG 3020.06

Evaluation: Five class tests. Virtual tutorials.

Required Reading: Longman Atlas for Caribbean Examinations (2nd ed.); Kurlansky, M., A Continent of Islands: Searching for the Caribbean Destiny; Richardson, B.C., The Caribbean in the Wider World, 1492-1992; Rogozinski, J., A Brief History of the Caribbean; Sealey, N., Caribbean World: A Complete Geography; and course book of selected readings.

Projected Enrolment: 171

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.

Degree Credit Exclusion: AS/HIST 3720 6.0A

Evaluation: Midterm examination - 20%, final examination - 25%, 2 papers - 40%, class participation - 15%.

Maximum enrolment: 100 (4 tutorials of 25 students each)

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 and the arrival and colonization by Europeans, as well as the transformation of the region by the introduction of tropical staples and the 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, assesses the societies - adjustment to emancipation, and evaluates the justification for and the impact of Asian indentured immigrant labor. 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 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 challenges facing relatively small societies are also examined.

Evaluation: First term paper - 15%, midterm examination - 25%, second term paper - 20%, final examination - 30%, participation - 10%

Maximum enrolment: 100 (4 tutorials of 25 students each)

Course Directors: Michelle Johnson and David Trotman

AS/HIST 3731 6.0A Twentieth-Century Mexico

This course takes Mexico as an example of social, political, and cultural processes common to Latin American (and some of the rest of the world) in the twentieth century; it examines the problem of rebuilding a government in the wake of civil war, the formation of national identities, the explosive growth of cities, and the rise of mass media. Course objectives include investigation of the genesis and process of the Mexican Revolution and analysis of post-revolutionary Mexico's central position in the world of the arts. But the most important goal of the course is to introduce the arguments that historians, anthropologists, and others have had about the long-term meaning of the 1911 Mexican Revolution for Mexicans – its consequences for politics, economic and social relationships, national and ethnic identities, and daily life.

Evaluation: Short papers - 30%, long paper - 20%, 3 tests - 30%, participation - 15%, quizzes 5%

Maximum enrolment: 50

Course Director: A. Rubenstein

AS/HIST 4755 6.0A Cultural and Social History of Colonial Latin America

Over the past three decades, the focus of Latin American colonial historiography has reflected a generalised shift from a preoccupation with the relations between the metropolises and the colonies to examination of the colonies on their own terms. Nowhere is this shift clearer than in the fields of cultural and social history. In contrast to more traditional histories, where colonial cultures and societies were viewed above all as the objects of European initiative, recent studies view colonial cultures as syncretic and hybridised, they give far more agency to subaltern groups, and they present a picture of societies that exhibit often extraordinary fluidity. As historians grapple with past definitions and current historiographic trends, the identity of groups and individuals is undergoing reinterpretation. This course will be organised around the issue of identity in Latin America from 1519 to 1810. It will examine how groups and individuals defined themselves and how historians define and write them. The course will compare developments in the different regions of Latin America and examine the phenomena that have surfaced as critical in shaping colonial identities: e.g. the encounters, race, class, miscegenation, honor, gender, family, and violence. It will also examine the trends in historiography that have shaped the reinterpretations of Latin American colonial worlds: e.g. ethnohistory, subaltern studies, semiotics, studies of resistance, popular culture, power, and ethnic relations.

Evaluation: 2 essays (12-15 pages each) - 50%, book presentation - 15%, presentation of research – 15%, participation - 20%

Required Text: Enrique Florescano, *Memory, Myth, and Time in Mexico: From the Aztecs to Independence* (Austin, University of Texas Press: 1994). Fall and winter kits will be on sale at the bookstore.

Maximum enrolment: 18

Course Director: E. Melville

HUMANITIES

AS/HUMA 2310 9.0 An Introduction to Caribbean Studies

An introduction to the major cultural characteristics and issues of the contemporary Caribbean through an examination of the outstanding writers, artists and scholars of the region. The course begins with a pan-Caribbean perspective and then focuses on the experiences of the Anglophone Caribbean. Themes include the historical roots and contemporary manifestations of the quest for national independence; the role of race, ethnicity and gender in the negotiations of individual and collective identities; the tension between elite and popular culture; and the Caribbean Diaspora in Europe and 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 computer-based research.

Representative Readings: B. Bush, Slave Women in Caribbean Society; E. Lovelace, The Dragon Can't Dance; M. Hodge, Crick Crack, Monkey. Students are also expected to purchase a kit of duplicated readings with articles, essays, poems and songs by authors such as E.K. Brathwaite, L. Bennett, Chalkdust, F. Fanon, M. Garvey, K. Haraksingh, G.K. Lewis, W. Look-lai, B. Marley, P. Mohammed, N. Morejon, V. S. Naipaul, R. Nettleford, J. Rhys, S. Selvon, M. Trouillot, D. Walcott, and E. Williams.

Projected Enrolment: 168

Course Director: P. Taylor

AS/HUMA 3305 3.0A (Fall) Calypso as Caribbean Oral Literature

This course explores developments in the calypso from c. 1922-1992 for changes in its form, function and content. It examines this musical/poetic art for commentaries on nationhood, community relations in a multi-ethnic society and issues of sexuality and gender relations.

The calypso is a musical/poetic form that is part of the wider oral tradition of the Caribbean. This course is an exploration of the development of this art form in order to delineate changes in its form, function and content. Through an examination of the works of selected oral performers the course interrogates calypso for commentaries on historical vision and nationhood, race and ethnicity, gender and sexuality. Our examination also opens up a platform for a discussion of the ways in which the treatment of select topics differs from and/or parallels their treatment in the scribal literature. Since the calypso is essentially a performance art as well as an oral/aural tradition the course utilizes extensive audio/visual material. Students are therefore expected not only to read the transcriptions of

calypso texts but also to devote considerable time to the critical listening and viewing 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, Donald Hill, C.L.R. James, Shalini Puri, Louis Regis, Gordon Rohlehr, Derek Walcott and Keith Warner.

Evaluation: 2 essays (25% each) - 50%, final exam 35%, participation 15%

Projected enrolment: 30

Course Director: D. Trotman

AS/HUMA 3310 3.0A (Fall) The Writer and Folk Culture in the Caribbean
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High culture has traditionally denigrated folk, oral, and popular culture. This course shows the importance of folklore, which is mythic in nature, to Caribbean literature and the cultural narrative. Folklore is the people's wisdom, a shared understanding and convention that is larger than any individual perception. Oral and popular traditions inspire writers to retell and rewrite the emotions, desires, imaginations and imaginaries, beliefs, social and sexual attitudes contained in folklore. Writers transform these elements from Western models into new meanings and relations. The course examines some of the following issues: oral literature, cultural identity, the relationship between discourse and power, the reinscription of the feminine and masculine as gender constructs, the contribution of diverse ethnicities to folklore, the countercultural impulse to avoid alienation through imitation, and folklore as an aesthetic tropism.

The course also investigates other art forms such as music and carnival performance. The focus will be on the British West Indies.

Degree Credit Exclusions: AS/HUMA 3310 6.0

Evaluation: Life writing 15%, group critiques 20%, questions 10%, participation 15%, essay 40%.

Representative Readings: Jean Rhys, Wide Sargasso Sea; Erna Brodber, Myal; Earl Lovelace, The Dragon Can't Dance; Nalo Hopkinson, Skin Folk; Andre Alexis, Despair and Other Stories of Ottawa. Course kit includes Louise Bennett, Dionne Brand, Olive Senior, etc.

Projected Enrolment: 30

Course Director: D. Cooper-Clarke

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.

Evaluation: essay (25%), community research project (30%), class participation (15%), final exam (30%). (subject to change)

Representative Readings: George Elliott Clarke, ed., Eyeing the North Star: Directions in African-Canadian Literature; Nalo Hopkinson, Brown Girl in the Ring; Ishmael Reed, Flight to Canada; Makeda Silvera, The Heart Does Not Bend; Course Kit of articles from selected journals and anthologies.

Projected Enrolment: 30

Course Director: A. Davis, aadavis@yorku.ca, 324 Founders College, ext. 33320

AS/HUMA 3316 3.0A (Fall) Black Women's Writing in the Caribbean, Canada and the United States

This course introduces students to the literature being produced by black women writers in the Caribbean, Canada and the United States after the 1970s. The course argues that while black women writers directly engage the particular concerns of their individual societies, their work out of necessity speaks to and across a larger body of writing. In confronting racism and sexism, they (re)define black female identities and engage a critical cross-cultural dialogue about black women's lives in the Americas.

Using the writings of Caribbean women as its primary focus, the course attempts to locate Caribbean women's writing within a larger tradition that reads the texts of black women writers as cross-border mediations. As cross-cultural dialogue, these

works connect the lives of black women across the diaspora and name empowering alternatives for their survival. Rather than organizing the works of these women geographically, the course attempts, then, to read their writing as part of a historical and literary continuum within the African diaspora in the Americas. This shared diasporic sensibility, the course argues, allows women to recognize their differences, even while it facilitates their meeting through coalition and partnership.

Evaluation: journal/learning portfolio (25%), literature review (25%), in-class presentation (20%), essay (30%). (subject to change).

Representative Readings: Erna Brodber, Myal; Edwidge Danticat, Breath, Eyes, Memory; Paule Marshall, Praisesong for the Widow; Toni Morrison, Beloved; Philip, M. Nourbese, She Tries Her Tongue, Her Silence Softly Speaks; Course Kit of articles from selected journals and anthologies.

Projected Enrolment: 30

Course Director: A. Davis, aadavis@yorku.ca, 324 Founders College, ext. 33320

<p style="text-align: center;">AS/HUMA 4300 6.0A Aspects of Modern Latin American & Caribbean Studies</p>
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*SAME AS AS/SOSC 4450 6.0A

This seminar is designed to integrate the General Honours Program in Latin American and Caribbean Studies at the upper level. A more detailed course description will be available in the summer.

Projected Enrolment: 20

Reserved Spaces: Spaces reserved for Humanities & Latin American and Caribbean Studies & International Development Studies Majors and Minors.

Course Director: TBA

POLITICAL SCIENCE

AS/POLS 3553 6.0 The Political Economy of Latin America and the Caribbean

*SAME AS/SOSC 3410 6.0

AS/POLS 4225 3.0 (Fall) Canada and the Americas

The course assesses the dynamics and implications of Canada's recent emergence as an active member of the inter-American system. Intensive readings and debate will deal with such major issue areas as NAFTA, security and governance, human rights, Cuba and Haiti, migration, and the so-called "emerging architecture" of the Americas. Previous course work on the economic and political evolution of Latin America and inter-American relations is important as background knowledge of Canadian foreign policy decision-making.

Prerequisite: AS/POLS 2210 6.0 (or equivalent). Previous course-work on Latin American and Caribbean development or politics, or US foreign policy, is also invaluable.

Evaluation: Major research paper - 40% (20-25 pages, double-spaced - analytic/conceptual), major paper proposal and literature search - 15%, class participation (attendance, debate and presentation) - 30%, brief critical review of an article/book from among the required readings - 15%.

Projected Enrolment: 20

Course Director: E. Dosman

SOCIAL SCIENCE

AS/SOSC 2460 9.0A Contemporary Latin America

This course provides an interdisciplinary examination of the basic features of contemporary Latin America. The course begins with an historical overview of the forces and events that have shaped Latin America in the current century. Phenomena common to the region as a whole such as rural exodus, the explosive growth of the cities, the growing disparity between rich and poor and the rapidly changing role of women are explored. However, the course also focuses on the diversity of experience of Latin Americans, touching on regional differences, the development of the Amazon and its social and environmental consequences, the condition of indigenous peoples, the questions of dictatorship and democracy, revolution and counter-revolution, and the various attempts to overcome inequalities and underdevelopment.

Degree Credit Exclusions: AS/SOSC 2450 6.0 /HUMA 2300 6.0

Maximum Enrolment: 140

Course Director: E. Canel

AS/SOSC 2812 6.0 Social Thought in African and Caribbean Literature

The nations of modern Africa and the Caribbean are new nations emerging from colonial bondage and experiencing the realities of underdevelopment and social transformation. The resultant condition of crisis and cultural ambiguity has found distinctive forms of representation in works of imaginative literature. This course will study the images, which a number of writers have formed of their societies' past and present, and the larger visions of the human condition, which their works suggest.

Maximum Enrolment: 50

Reserved Spaces: some spaces are reserved for Latin American and Caribbean Studies (LACS), African Studies and Social and Political Thought students.

Course Director: A. Sekyi-Out

AS/SOSC 3410 6.0 The Political Economy of Latin America and the Caribbean

*SAME AS POLS 3553 6.0

The course critically examines the classical writings on imperialism, underdevelopment, and dependency, as well as new theoretical attempts to conceptualize the new international division of labour and the problems of poverty, environmental degradation, and unequal exchange. Case studies of Jamaica, Mexico, Cuba, Guyana, Brazil and other countries serve to highlight these issues.

Prerequisites: AS/POLS 2510 6.0 OR AS/POLS 2210 6.0 or permission of the instructor

Enrolment Limit: 50

Reserved Spaces: some spaces are reserved for Latin American and Caribbean Studies and Political Science Students.

Course Director: J. Hellman

AS/SOSC 4450 6.0 Aspects of Modern Latin American & Caribbean Studies

*SAME as HUMA 4300 6.0

AS/SOSC 4452 3.0M State and Civil Society in Latin America

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.

Enrolment Limit: 25

Course Director: Eduardo Canel

SOCIOLOGY

AS/SOCI 4390 3.0M Immigration, the State and Transnationalism

This course introduces students to sociological perspectives on international migration, with an emphasis on state policies, the experiences of immigrants, and transnational processes. The course includes a review of mainstream theoretical approaches to migration and immigrant incorporation, together with recent critical approaches. Topics will include: immigrant incorporation and settlement, citizenship, transnationalism, the “new” second generation, gender and migration, and ethnicity and the state. Comparative material from various regions will be used. Emphasis will be placed on critical reading, discussion, and writing.

Prerequisite: Successful completion of 14 courses, or 84 credits. However, third year Honours students with 13 completed courses who are also taking summer courses may enroll.

Projected Enrolment: 25

Course Director: L. Goldring

LANGUAGE 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.

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 2050 6.0	Intermediate Spanish with a Business Content
AS/SP 2200 6.0	Introduction to Spanish Literature
AS/SP 3000 6.0	Advanced Spanish Language and Grammar (formerly AS/SP 2040 6.0)
AS/SP 3040 6.0	A Socio-cultural Approach to Spanish for Commerce
AS/SP 3210 6.0	Introduction to Spanish-American Literature
AS/SP 3580 6.0	The Generation of 1898 and Modern Spain
AS/SP 4660 6.0	Contemporary Spanish Prose (Since 1939)
AS/SP 4800 6.0	On Spanish Love Poetry (1300-1900)

SPANISH (GLENDON COLLEGE)

GL/SP 1000 6.0	Elementary Spanish
GL/SP 1520 6.0	Second Level Spanish Language

PORTUGUESE

AS/POR 1010 6.0A	Elementary Portuguese
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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 toward 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 "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/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 black 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.

Evaluation: media reviews (20%), two essays (35%), oral report (10%), class participation (10%), final exam (25%). (subject to change).

Representative Readings: Henry Louis Gates Jr, ed., *The Classic Slave Narratives*; Zora Neale Hurston, *Their Eyes Were Watching God*; Gloria Naylor, *Mama Day*; Earl Lovelace, *The Dragon Can't Dance*; Edwidge Danticat, *Breath, Eyes, Memory*; Paule Marshall, *Praisesong for the Widow*; Course Kit of articles from selected journals and anthologies.

Projected Enrolment : 150

Course Director: A. Davis, aadavis@yorku.ca, 324 Founders College, ext. 33320

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.

**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 organise 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 \$1,500. The period of service falls within the Fall/Winter session. There will be three payments of \$500, the first at the end of October, the second in early January and the third at the end of February. The stipend will be applied to the student's account at the University. Contact the Founders College Master's Office for further details.

Applicants should complete both the Founders College Internship Application Form and the Service Bursary Application Form. The deadline for both forms is September, though earlier application is desirable (application forms are available in the Master's Office). As well, applicants must should submit a resume detailing their experience relevant to this internship, and expect to be called for an interview.

FACULTY MEMBERS

Dial 416-736-2100 to connect to an extension number

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