

LATIN AMERICAN AND CARIBBEAN STUDIES PROGRAM (LACS)



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PROGRAM WEBSITE

www.arts.yorku.ca/sosc/lacs

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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?

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. 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.

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 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.

Kathryn Grimbly won the 2004 prize at the undergraduate level for her paper titled, "Caribbean Visual Arts in the Era of Post-Modernism." Jennifer Costanza, a student in Political Science, received the award at the graduate level for her paper, "Elusive Hegemony: A Critical Analysis of United States Policy Toward Haiti."

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.

LACS COURSE SCHEDULE 2005-2006

COURSE

DIRECTOR

TIME & LOCATION

ATKINSON – SUMMER 2005

SOCIAL SCIENCE

AK/SOSC 3950 6.0 Making of the African Diaspora: Slavery & Emancipation in the Americas	T.B.A.	T 7:00-10:00 R 7:00-10:00	CLH M
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ATKINSON – FALL/WINTER 2005-6

ENGLISH

AK/EN 3862 3.0 (Fall) Caribbean Literature	D. Cooper-Clark	T 4:00-7:00	TBA
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FACULTY OF ARTS

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	C VH 1005 VH 1005 VH 1016 VH 1016 VH 1022 VH 1022 VH
AS/ANTH 3240 6.0A Sexuality From a Cross-Cultural Perspective	D. Murray	T 2:30-5:30	3006 VH

ECONOMICS

AS/ECON 3310 3.0A (Fall) Development Economics I	M. Anam	M&W 1:00-2:30	S203 R
AS/ECON 3320 3.0M (Winter) Development Economics II	B. Esteve-Volart	M&W 1:00-2:30	S203 R

COURSE	DIRECTOR	TIME & LOCATION
ENGLISH		
AS/EN 2370 6.0A Post-Colonial Literature: Caribbean	V. Alston	Lect. T 10:30-11:30 S203 R Tut. 1 T 12:30-2:30 211 SC Tut. 2 T 12:30-2:30 203 BC
AS/EN 3440 6.0A Post-Colonial Writing in Canada	R. Stacey	R 2:30-5:30 212 SC
AS/EN 3442 6.0A Post-Colonial Literature: Diaspora Literatures	V. Alston	W 4:00-7:00 216 SC
GEOGRAPHY		
AS/GEOG 2020 6.0A Geographical Transformation of the Caribbean Islands	TBA	T 2:30-5:30 C CSE
HISTORY		
AS/HIST 2720 6.0A Modern Latin America, 1810 to the Present	A. Rubenstein	Lect. W 8:30-10:30 1004 TEL Tut. 1 W 10:30-11:30 1020 VH Tut. 2 W 10:30-11:30 1022 VH Tut. 3 W 11:30-12:30 1022 VH
AS/HIST 2730 6.0A History of the Caribbean: From Colonization to Independence	D. Trotman	Lect. T 8:30-10:30 S205 R Tut. 1 T 10:30-11:30 209 ACW Tut. 2 T 11:30-12:30 209 ACW Tut. 3 T 12:30-1:30 209 ACW
AS/HIST 3700 6.0A African, Caribbean, and Latin American Connections: The Making of the South Atlantic World	J. Curto	Lect. W 12:30-2:30 0014 TEL Tut. 1 R 3:30-4:30 002 MC Tut. 2 R 3:30-4:30 104 VC Tut. 3 R 4:30-5:30 104 VC Tut. 4 R 4:30-5:30 002 MC
AS/HIST 3732 3.0A (Fall) Contemporary Mexican History, 1940-2000	A. Rubenstein	M 2:30-5:30 034B FC
AS/HIST 3733 3.0 (Winter) The Spanish Conquest of Mexico	E. Melville	W 2:30-5:30 104 WC
AS/HIST 3735 3.0 (Winter) Latin American Environmental History	E. Melville	T & R 10:00 -11:30 108 FC

AS/HIST 4752 6.0A

A. Rubenstein

W

2:30-5:30

S101 R

Gender, Sex and Family in Latin America

COURSE**DIRECTOR****TIME & LOCATION****HUMANITIES**

AS/HUMA 2310 9.0A Introduction to Caribbean Studies	P. Taylor	Lect. W 12:30-2:30 Tut. 1 W 4:30-6:30 Tut. 2 F 12:30-2:30 Tut. 3 R 4:30-6:30 Tut. 4 W 4:30-6:30 Tut. 5 F 8:30-10:30 Tut. 6 R 8:30-10:30	B CSE 108 WC 104 VC S737 R 137 WC 1154 VH S128 R
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AS/HUMA 3305 3.0A (Fall) Calypso as Caribbean Oral Literature	D.Trotman	W 11:30-2:30	103 VC
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AS/HUMA 3310 3.0A (Fall) Writer and Folk Culture in the Caribbean	D. Cooper-Clarke	T 11:30-2:30	1005 VH
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AS/HUMA 3315 3.0M (Winter) Black Literatures and Cultures in Canada	A. Davis	R 11:30-2:30	208 CC
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AS/HUMA 3316 3.0A (Fall) Black Women's Writing in the Caribbean, Canada and the United States	A. Davis	M 8:30-11:30	109 FC
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AS/HUMA 4300 6.0A Aspects of Modern Latin American and Caribbean Studies	D.Trotman	R 11:30-2:30	114 WC
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POLITICAL SCIENCE

AS/POLS 3553 6.0 The Political Economy of Latin America and the Caribbean	J. Hellman	T & R 10:00 -11:30	2009 VH
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AS/POLS 4225 3.0 (Fall) Canada and the Americas	E. Dosman	R 4:00 - 7:00	S623 R
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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	S137 R 302 ACW 302 ACW 112 MC B10 HNE
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COURSE**DIRECTOR****TIME & LOCATION**

SOCIAL SCIENCE cont'd				
AS/SOSC 2470 6.0 Caribbean Society in Transition	TBA	W	2:30 – 5:30	104 FC
AS/SOSC 2812 6.0A (Fall) Social Thought in African and Caribbean Literature	A. Sekyi-Otu	M & W	11:30 - 2:30	104 FC
AS/SOSC 3410 6.0A (same as AS/POLS 3553 6.0) The Political Economy of Latin America & the Caribbean	V. Patroni	T & R	10:00-11:30	2009 VH
AS/SOSC 4450 6.0 (same as HUMA 4300 6.0) Aspects of Modern Latin American & Caribbean Studies	D. Trotman	R	11:30-2:30	114 WC
AS/SOSC 4452 3.0M (Winter) State and Civil Society in Latin America	E. Canel	R	11:30-2:30	0009 TEL

COURSE DESCRIPTIONS 2005 - 2006

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

SOCIAL SCIENCE - SUMMER 2005

AK/SOSC 3950 6.0 Making of the African Diaspora: Slavery & Emancipation in the Americas

Explores the dynamics of slavery and emancipation throughout the Americas and compares the interactions which created an African Diaspora in the Caribbean, Latin America, as well as North America. Topics include an exploration of the intersection of gender, race, and class and their impact on power relationships throughout the region.

Cross-listed: AK/HIST 3950 6.0.

Course Director: TBA

ENGLISH - FALL/WINTER 2005-6

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%

Projected Enrolment: 60

Course Director: D. Cooper-Clark

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.

Evaluation: Research Proposal - 10%; Draft Outline & Research Paper - 30%; Issues Assignment - 10%, Fall Term Exam - 20%, Final Exam - 20%, Tutorial Participation - 10%

Projected Enrolment: 200

Course Director: T. Holmes

AS/ANTH 3240 6.0 Sexuality From a Cross-Cultural Perspective

This course is designed to examine theories and practices of sexuality as they pertain to our own lives and the lives of people in other societies. In Canada 'common sense' notions about sexual behaviour assume essential and natural traits common to all humanity i.e., there are two genders, man and woman; they are related to each other through sexual attraction; sex is either for pleasure or for reproduction; and some sexual practices are deviant and immoral. We begin this course by critically interrogating some of these assumptions through a revisionist historical framework highlighting the development of biological determinism and social constructionism as dominant Western paradigms and the social and political repercussions associated with them. We then turn to the study of sexuality in

other societies, examining how anthropologists have tried to understand sexual practices and concepts that are, at times, very different from their own, and the various theoretical models through which these practices have been analyzed.

Throughout the course, we will critically reflect on how our own discourses about sex, sexuality, gender and society, influence our understanding of people in other societies, and how these discourses have contributed to maintaining unequal social relationships. We will discover how studying sexuality can never be reduced to an examination of sexual acts alone--history, politics, economics, race, and media must be factored into any analysis. By the end of this course, we should have a better understanding of the range and meanings of sexual practices and discourses about sex cross-culturally.

Degree Credit Exclusion: AS/ANTH 3000M 3.0

Evaluation: To be announced in the first week of classes.

Projected Enrolment: 50

Course Director: D. Murray

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 1000 3.0 / 1010 3.0/ 1900 3.0 or equivalent

Projected Enrolment: 89

Course Director: M. Anam

AS/ECON 3320 3.0M (Winter) Development Economics II
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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
Projected Enrolment: 89
Course Director: B. Esteve-Volart

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 critical editions of Shakespeare's *The Tempest* and Defoe's *Robinson Crusoe* before moving on to two slave narratives: Olaudah Equiano's *Interesting Narrative* and Mary Prince's *History*. We begin our study of twentieth-century Caribbean literature with a reading of C.L.R. James' *Minty Alley*. 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.

Degree Credit Exclusion: AK/EN 3862 3.0
Evaluation: First essay – 10%, second essay – 15%, oral presentation – 15%, tutorial participation – 10%, two journal responses –15% each, final essay – 20%
Projected Enrolment: 90
Course Director: V. Alston

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

Always complex and often contradictory, the question of postcolonialism is an especially vexed one for Canadian literature. As a nation, Canada originated as a settler-invader colony predicated on the displacement and subjugation of native peoples, but subsequently articulated an emergent national identity in post-colonial terms as a break away from British imperialism. Throughout the sixties and seventies, a Canadian nationalist discourse would similarly treat the threat of cultural and/or economic assimilation by the United States in terms of colony and empire. Ironically, it was at this time that a new wave of Québécois nationalism would name English-Canada as the colonial oppressor and assert rather than deny (English) Canada's political and cultural continuity with Britain. Beginning in the 1980s, the official discourse of national identity moved from a bi-cultural model to a

multicultural one, ostensibly in acknowledgment of the essential role played by native peoples and other cultural minorities on the national scene. The history of many of these immigrant groups (Indian, West-Indian, African, South Asian, for eg.) in Canada is inseparable from the history of colonization and de-colonization in their homelands. These stories are consequently reflected in the national literature. In relation to works of fiction, creative non-fiction, and poetry, this course

will survey these various stages and/or dimensions of post-colonial writing in Canada and the multifaceted ways in which Canadian writers of divergent backgrounds have responded to the questions surrounding colony, empire, and nation.

Evaluation: 2000-word essay (20%); 3500-word essay (25%); 15 minute oral presentation (15%); midterm test (15%); final examination (15%); class participation (10%).

Projected Enrolment: 35

Course Director: R. Stacey

AS/EN 3442 6.0A Post-Colonial Literature: Diaspora Literatures

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 postcolonial 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?

Evaluation: One short paper of 1250 words (15%); one longer paper of 1500 words (20%); one seminar presentation (15%); informed (mandatory) participation in class discussions (15%); final paper proposal of 1000 words (10%); final paper of 2500 words (25%).

Degree Credit Exclusion: AS/EN 4233 6.0

Projected Enrolment: 35

Course Director: V. Alston

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: 250

Course Director: TBA

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%.

Projected Enrolment: 75 (3 tutorials of 25 students each)

Course Director: A. Rubenstein

<p style="text-align: center;">AS/HIST 2730 6.0A History of the Caribbean: From Colonization to Independence</p>

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.

Evaluation: Two essays - 40% each, two Exams – 40% each, tutorial Participation 20%

Projected Enrolment: 75 (3 tutorials of 25 students each)

Course Director: D. Trotman

<p style="text-align: center;">AS/HIST 3700 6.0A African, Caribbean And Latin American Connections: The Making Of The South Atlantic World</p>

An examination of the development of colonial societies in the South Atlantic region following the geo-political expansion of Europe and the subsequent interaction of Africa, Europe, and Amerindia. Among the themes to be examined are: the motives and methods of European expansion; the indigenous civilizations of Africa and the Americas; the impacts of European intrusion; the creation of African and neo-African frontiers; the emergence, development, and nature of colonial societies; the relationship between metropolitan and colonial economies; and social conflict and change in colonial situations. Chronologically the course will examine the period which ends with the movements for political independence in the case of Latin America, slave emancipation in the case of the Caribbean, and the ending of the trans-Atlantic slave trade in the case of Africa.

Degree Credit Exclusion: AS/HIST 2700 6.0A

Evaluation: Book Review #1- 10%, Essay 1st Draft - 20%, Book Review #2 - 10%
Essay 2nd (final) Draft - 30%, Attendance & Participation - 30%

Projected Enrolment: 100 (4 tutorials of 25 students each)

Course Director: J. Curto

AS/HIST 3732 3.0 (Fall) Contemporary Mexican History, 1940-2000
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This course examines the post-Revolutionary era in Mexico, when a single political party held power. Despite this seeming political stasis, this period also saw rapid, sweeping change: Mexico's population moved from living in the countryside to living in cities, while increasing numbers of Mexicans migrated to the United States and elsewhere in search of work; Mexico City became the most populous urban zone in the world; economic expansion and industrialization led to a decades-long period of prosperity, followed by catastrophic economic contraction after 1974, and then by neoliberal experimentation after 1988; new social movements led to unprecedented questioning of sexual identities and gender roles, and to armed resistance against environmental degradation and racist oppression (notably in the Zapatista movement); and Mexico became one of the world's leading exporters of soap opera. So this course asks what the relationship was between speedy, sweeping demographic, economic, social and cultural change, and political stability.

Evaluation: Essay - 35%, two quizzes - 10%, final examination - 35%, tutorial participation - 20%

Projected Enrolment: 50

Course Director: A. Rubenstein

AS/HIST 3733 3.0 (Winter) The Spanish Conquest Of Mexico

As it is traditionally told, the conquest of Mexico is the story of the defeat of an alien and exotic empire by a small band of Spanish soldiers led by the charismatic figure of Hernan Cortés. For generations, the history of the conquest was told as a story that reflected the European self-image as world conquerors. In this story the superiority of European technology and culture over indigenous American cultures was taken as given and the conquest as an inevitable event. Over the past three decades, however, the telling of this story has changed: historians now see the conquest as a complex process rather than a single military event. The Conquest is no longer seen as inevitable. Historians now ask: how was it possible? What happened here? They point to the fact that there were millions of people living in the region we know now as Mexico; and suggest that the sheer bulk of the Amerindian population could easily have absorbed the Europeans and remained economically and politically - as well as numerically - dominant over the long run, as has happened in Asia and Africa. They also point out that the Aztec

empire was a well-organized, militaristic state with hundreds of thousands of well-armed soldiers - against which a few sixteenth-century muskets and cannon, a limited number of horses, and all the hubris in the world should have had only a slight and localized impact. The fact that the impact was not localized, that the Europeans invaded dense populations with truly extraordinary speed, has been the subject of speculation since the sixteenth century. The course will examine, in translation, the major sources for our understanding of this event, and analyze changing interpretations of these documents and changing understandings of what was involved in the European (and African) invasion of the Americas.

Evaluation: Participation - 15%, oral presentation - 10%, research paper - 45%, final exam - 30%

Projected Enrolment: 50

Course Director: E. Melville

AS/HIST 3735 3.0M (Winter) Latin American Environmental History
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This course introduces the environmental-history approach to the study of Latin American colonial history. It examines reciprocal interactions between natural and social processes through a period of almost four centuries (1492-1850). This course analyzes two processes: transformative change associated with pioneer species, and sustained relations between humans and their environment. Latin American environmental history includes changes brought about by the arrival of Asian, African and European species ranging from microorganisms to humans. But it also enables the study of human/nature interactions that were sustained over a very long duration, from well before the European invasion through the middle of the nineteenth century.

Evaluation: Participation - 15%, oral presentation - 10%, research paper - 45%, exam - 30%.

Projected Enrolment: 50
Course Director: E. Melville

AS/HIST 4752 6.0A Gender, Sex And Family In Latin American History

This seminar analyzes selected developments in the gender history of Latin America since 1750 (including Latino migrant communities in Anglophone North America and the Spanish-speaking regions of the Caribbean). Changing family configurations, definitions of masculinity and femininity, and ideas about sexuality intersected with economic, cultural, political, and demographic transformations to create the most important historical processes of this time period. So we will read historical studies of divorce, homosexuality, family violence, gender representations in mass media, adoption, prostitution, and related subjects as a way to understand revolutions, urbanization, state formation, economic and cultural

modernization, migration and underdevelopment. Seminar papers will reflect students' research on a single time period and region of the student's choosing.

Evaluation: Essay - 55%, 3 in-class presentations - 30%, participation -15%

Projected enrolment: 20

Course Director: A. Rubenstein

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
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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.

NOTE :

- 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.

Evaluation: 2 essays - 30% each, final exam - 40%, participation - 15%, tutorial participation – 15%.

Projected enrolment: 30

Course Director: D. Trotman

AS/HUMA 3310 3.0A (Fall) The Writer and Folk Culture in the Caribbean

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.

We know that cultures never attain a perfect state but remain in a condition of constant dynamism seeking out unexplored areas and possibilities, a dynamism that does not involve dominating but relating, that does not pillage but exchanges.”
-Jean Bernabé, Patrick Chamoiseau, Raphael Confiant, L'éloge de la créolité, 1989.

Degree Credit Exclusions: AS/HUMA 3310 6.0

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

Representative Readings: (subject to change) 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

<p style="text-align: center;">AS/HUMA 3316 3.0A (Fall) Black Women's Writing in the Caribbean, Canada and the United States</p>

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

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

*SAME AS AS/SOSC 4450 6.0A

Within recent years the discipline of history increasingly has been challenged by creative artists who have often argued that the recreation of the past is not the monopoly of historians and the stories they create have as much validity as the texts of historians. This course examines the construction of the mythological and historical Caribbean and the ways in which representations of the region's past have been used and/or challenged by the creative artists in both the scribal and oral literature. The professionalization of Caribbean historical scholarship has developed alongside the emergence of a growing body of creative artists committed to giving the states of the region a sense of identity based on specific interpretations of their past. This course looks at the re-construction of the Caribbean past by professional historians as well as by creative artists in both the scribal and oral literature during the period since the Second World War. It examines the ways in which images of colonialism, slavery, and indentureship have been created and used in a variety of non-fictional and fictional literatures to articulate national and regional identities. It also explores the uses of history in the articulations of individual and collective identities. Central to the course is an examination of the relationship between history and mythology in the post-colonial Caribbean and the ways in which particular understandings of history have impacted on strategies for social and political development.

NOTE : 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. It is not a course in Caribbean History but a course on the production of historical texts on the Caribbean.

Evaluation: Essay - 25%, Exam - 40%, Presentation - 20%, Participation - 15%

Representative Readings: B.W. Higman, *Writing West Indian Histories*; M-R. Trouillot, *Silencing the Past*; N.Wilson-Tagoe, *Historical Thought and Literary Representation in West Indian Literature*; Alejo Carpentier, *The Kingdom of this World*; Jean Rhys, *Wide Sargasso Sea*; Austin Clarke, *The Polished Hoe*; A.R.F. Webber, *Those that be in Bondage*; Roy Heath, *The Shadow Bride*; Lakshmi Persaud, *Butterfly in the wind*.

Projected Enrolment: 20

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

Course Director: D. Trotman

POLITICAL SCIENCE

AS/POLS 3553 6.0 The Political Economy of Latin America and the Caribbean
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*SAME AS/SOSC 3410 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.

Degree Credit Exclusion: AS/POLS 3790 6.00

Projected Enrolment: 50

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

Course Director: J. Hellman

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

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

Maximum Enrolment: 112

Course Director: E. Canel

AS/SOSC 2470 6.0 Caribbean Society in Transition

This course is an introduction to the study of contemporary Caribbean societies. It takes a pan-Caribbean approach to the region and begins with an historical overview of forces that have shaped the Caribbean - colonization, slavery, indentureship, and emancipation. The main focus is on the latter part of the twentieth century that involved transitions from colonialism to independence and postcolonialism. Implications of these transitions for Caribbean Studies are examined. The course also explores tensions in relations between the Caribbean and North America and Europe, as well as issues such as migration, diaspora, and twenty-first century globalization.

The course is organized in two parts. In the first term, critical attention is paid to concepts, theories, and ideas that are central to Caribbean Studies. In the second term, specific topics are explored. Course readings include works by major Caribbean thinkers, such as C.L.R. James, Walter Rodney, Eric Williams, Frantz Fanon, M.G. Smith, Stuart Hall, Norman Girvan, Patricia Mohammed and Brian Meeks.

Enrolment Limit: 50

Reserved Spaces: some spaces are reserved for Latin American and Caribbean

Studies (LACS) students.

Course Director: TBA

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

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

Maximum enrolment: 30

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

Course Director: V. Patroni

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: 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: E. Canel

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 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.

<p style="text-align: center;">AS/HUMA 1300 9.0A Cultures of Resistance in the Americas: The African American Experience</p>

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

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)
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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 \$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

Name & Department	Address	Extension & E-mail
V. Alston, English	352 Stong College	ext. 33848 valston@yorku.ca
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L. North, Political Science	240D York Lanes	ext. 66936 lnorth@yorku.ca
V. Patroni, Social Science	240K York Lanes	ext. 22038 vpatroni@yorku.ca

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