

LATIN AMERICAN AND CARIBBEAN STUDIES PROGRAM (LACS)



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TABLE OF CONTENTS

Message From The Coordinator	2
The Latin American & Caribbean Studies Program	3
Study Abroad Programs	3
Michael Baptista Essay Prize	4
Degree Requirements	5
LACS Course Schedule 2006-2007	7
Course Descriptions 2006-2007	10
Language Courses	26
First Year Courses	27
Founders College Internship	29
Faculty Members	30

Message From The Coordinator

The Latin American and Caribbean Studies (LACS) Program offers an interdisciplinary approach to the study of a range of subjects in order to encourage students to embrace a deeper and more rounded understanding of the cultures and societies of Latin America and the Caribbean. From an examination of the lives of indigenous peoples, cultural encounters and colonial enterprises through analyses of various systems of labour exploitation and resistance as well as the development of complex economic, political and socio-cultural relationships and hierarchies, the program provides a variety of perspectives on the regions. Whether in Anthropology, Economics, English, Geography, History, Humanities, Political Science, Social Science or Spanish, students who participate in LACS courses are exposed to a wide cross-section of the concerns which are important not only to those who reside in or hail from those regions, but in the wider global context.

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

As we prepare to guide and assist students through the LACS program, we would be remiss if we did not point to the years of dedicated service by Dr. Andrea Davis, our out-going coordinator, whose labours on behalf of the students, faculty and staff went well beyond the call of duty. We thank her profusely and look forward to her continued enthusiastic participation in the program.

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

Welcome to the Latin American and Caribbean Studies Program! We hope that this phase of your lives and careers will be filled with triumphs and lasting accomplishments.

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

Latin American and Caribbean Studies Program

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

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

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

Study Abroad Programs

University of the West Indies

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

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.

Fabiola Rios (Women's Studies) won the 2005 prize at the undergraduate level for her paper titled, "Filling the Gap: The Colonial Project and the Goddess". Gena Chang-Campbell, a student in Social and Political Thought, received the award at the graduate level for her paper, "'Y/O' Mestizaje as Foil and Fetish of Postcolonial Consciousness".

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 2006-2007

FACULTY OF ARTS

COURSE	DIRECTOR	TIME & LOCATION
ANTROPOLOGY		
AS/ANTH 2100 6.0 One World, Many Peoples	T.B.A	Lect. R 12:30-2:30 C VH Tut. 1 R 2:30-3:30 2000 VH Tut. 2 R 3:30-4:30 2000 VH Tut. 3 R 2:30-3:30 1016 VH Tut. 4 R 3:30-4:30 1016 VH Tut. 5 R 2:30-3:30 3000 VH Tut. 6 R 3:30-4:30 3000 VH
AS/ANTH 3220 6.0A Greed, Globalization and the Gift of Capitalism	A. Schrauwers	R 11:30-2:30 205 ACW
ECONOMICS		
AS/ECON 3310 3.0A (Fall) Development Economics I	R. Grinspun	M&W 11:30-1:00 013 ACE
AS/ECON 3320 3.0M (Winter) Development Economics II	R. Grinspun	M&W 11:30-1:00 013 ACE
ENGLISH		
AS/EN 2370 6.0A Post-Colonial Literature: Caribbean	V. Alston	Lect. M 11:30-1:00 303 SC Tut. 1 W 1:00-2:30 304 SC Tut. 2 M 1:00-2:30 203 SC Tut. 3 M 1:00- 2:30 211 SC
AS/EN 3440 6.0A Post-Colonial Writing in Canada	C.Kim	T 11:30-2:30 214 MC
AS/EN 4231 3.0A (Fall) Studies in Post-Colonial Literature: Derek Walcott	T.B.A.	M 11:30-2:30 303 ACW

COURSE	DIRECTOR	TIME & LOCATION
GEOGRAPHY		
AS/GEOG 2020 6.0A Geographical Transformation of the Caribbean Islands	W. Found	T 2:30-5:30 C CSE

HISTORY		
AS/HIST 2720 6.0A Modern Latin America, 1810 to the Present	A. Rubenstein	Lect. W 10:30-12:30 T.B.A Tut. 1 W 12:30-1:30 Tut. 2 W 12:30-1:30 Tut. 3 W 1:30-2:30
AS/HIST 2730 6.0A History of the Caribbean: From Colonization to Independence	D. Trotman M. Johnson	Lect. T 8:30-10:30 SLH B Tut. 1 T 10:30-11:30 T.B.A Tut. 2 T 11:30-12:30 Tut. 3 T 11:30-12:30
AS/HIST 3710 6.0A Ideology & Revolution in the Caribbean	D. Trotman	R 8:30-11:30 T.B.A
AS/HIST 3730 6.0A Mexican History from the Aztecs to the Mexican Revolution (1325 – 1911)	T.B.A.	T&R 10:00-11:30 T.B.A.
AS/HIST 4752 6.0A Gender, Sex and Family in Latin America	A. Rubenstein	R 2:30-5:30 T.BA

HUMANITIES		
AS/HUMA 2310 9.0A Introduction to Caribbean Studies	T.B.A	Lect. W 12:30-2:30 B CSE Tut. 1 W 4:30-6:30 1005 VH Tut. 2 F 12:30-2:30 104 VC Tut. 3 R 4:30-6:30 2009 VH Tut. 4 W 4:30-6:30 304 SC Tut. 5 F 8:30-10:30 1154 VH
AS/HUMA 3305 3.0A (Fall) Calypso as Caribbean Oral Literature	D.Trotman	T 2:30-5:30 0013 TEL
AS/HUMA 3315 3.0 (Winter) Black Literatures and Cultures in Canada	A. Davis	R 11:30-2:30 208 CC
AS/HUMA 3316 3.0A (Fall) Black Women's Writing in the Caribbean, Canada and the United States	A. Davis	R 11:30-2:30 0009 TEL
AS/HUMA 3320 6.0 Topics in Post Colonial Thought: Caribbean Perspectives	P.Taylor	T 2:30- 5:30 111 MC
AS/HUMA 4300 6.0A Aspects of Modern Latin American and Caribbean Studies	D.Trotman	R 2:30-5:30 114 MC

COURSE	DIRECTOR	TIME & LOCATION
POLITICAL SCIENCE		
AS/POLS 3553 6.0 (same as AS/SOSC 3410 6.0) The Political Economy of Latin America and the Caribbean	J. Hellman	T & R 10:00 -11:30 104 FC
AS/POLS 4225 3.0(Fall) Canada and the Americas	E. Dosman	R 4:00 - 7:00 S623 Ross

SOCIAL SCIENCE		
AS/SOSC 2460 9.0A Contemporary Latin America	E. Canel	Lect. W 12:30 - 2:30 S137 Ross Tut. 1 W 2:30 - 4:30 T.B.A. Tut. 2 R 12:30 - 2:30 T.B.A. Tut. 3 R 2:30 - 4:30 112 MC Tut. 4 R 8:30 -10:30 T.B.A. Tut. 5 W 4:30 - 6:30
AS/SOSC 2470 6.0 Caribbean Society in Transition	K. Kempadoo	W 11:30 – 2:30 T.B.A
AS/SOSC 3410 6.0A (same as AS/POLS 3553 6.0) The Political Economy of Latin America & the Caribbean	J. Hellman	T&R 10:00-11:30 T.B.A.
AS/SOSC 3411 6.0A Third World Feminism and the Politics of Development	K. Kempadoo	F 11:30 – 2:30 T.B.A.
AS/SOSC 4450 6.0 (same as AS/HUMA 4300 6.0) Aspects of Modern Latin American & Caribbean Studies	D. Trotman	R 2:30-11:30 114 MC
AS/SOSC 4452 3.0M (Winter) State and Civil Society in Latin America	E. Canel	R 11:30-2:30 0009 TEL

COURSE DESCRIPTIONS 2006 – 2007

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

FACULTY OF ARTS

ANTHROPOLOGY

AS/ANTH 2100 6.0 One World, Many Peoples

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

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.B.A

AS/ANTH 3220 6.0 Greed, Globalization & The Gift 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 economies 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 in 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 behavior, such as those provided by Substantivists, Political Economy approaches, and the work of Bruno Latour and the Critical Accounting Theorists.

Evaluation: 2 essays (1 essay per term) 2x25% 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 studies the basic causes of poverty in the Third World and covers the characteristics of economic under-development; income and wealth distribution; education; population growth; unemployment and migration; the role of capital, labour and technology in development; use of market forces.

Degree Credit Exclusion: AK/ECON 3550 3.0

Prerequisite: AS/ECON I000 3.0 / I010 3.0/ 1900 3.0 or equivalent

Course Director: R. Grinspun

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

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

Degree Credit Exclusion: AK/ECON 3560 3.0

Prerequisite: AS/ECON 3310 3.0, or equivalent

Course Director: R. Grinspun

ENGLISH

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

The course is a survey of colonial and postcolonial Caribbean literature. Through close readings of novels, autobiographies, plays and poetry, we examine the diversity of Caribbean literary production. We begin with 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

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. A more detailed description will be available during the summer from the Undergraduate Program Office, 208E Stong College or on the English Department website www.arts.yorku.ca/english.

Evaluation: T.B.A

Projected Enrolment: 35

Course Director: C. Kim

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

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

Evaluation: T.B.A

Degree Credit Exclusion: T.BA

Projected Enrolment: 25

Course Director: T.B.A

GEOGRAPHY

AS/GEOG 2020 6.0 Geographical Transformation of the Caribbean Islands

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

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

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: 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 - 10%, final examination - 20%, 2 papers - 50%, 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 and M. Johnson

<p style="text-align: center;">AS/HIST 3710 6.0A Ideology, Politics & Revolution in the Caribbean</p>
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This course will examine the economic, social and cultural roots of ideology and politics in the Caribbean from the end of the eighteenth to the mid twentieth century, that is, from the Haitian to the Cuban Revolution. It explores the patterns of social and cultural transformation in the aftermath of emancipation. The readings and discussions focus on the struggles to reclaim personhood and human dignity after the collapse of the racially based slave systems, the challenges to the old class system and the emergence of new classes, and the informing role of gender in the reconfiguration of the post-slavery society. These

foci will be used to examine a number of themes including education, law and (dis)order, and popular culture (religion, entertainment, sport).

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

Evaluation: In Class Examination - 20%; Mid Year Examination - 20%; Essay – 30%; Final Examination - 30%

Projected Enrolment: 50

Course Director: D. Trotman

AS/HIST 3730 6.0 Mexican History From The Aztecs to the Mexican Revolution (1325- 1911)
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Mexico is the most intensively studied of the Latin American regions. It provides an excellent case study for the examination of early modern imperial expansion and the formation of the international trading systems, the fall of the Spanish imperial system, and the development of a modern nation state within the so-called periphery of the modern world order.

The course begins with an examination of the economic, political, social, cultural and biological impact of European expansion on indigenous development, but it also treats the converse, that is, the adaptation of the Spaniards to the same factors in the formation of the colonial regime. Detailed study of the colonial political economy, culture, and social structures is set within a more general examination of global developments. This helps to clarify the nature of the relationship of the Spanish American colonies with Europe and with the evolving international market, and the ultimate rupture with Spain. Finally, the nineteenth-century political and economic history of Mexico is used as a case study of the processes by which the newly independent Latin American nation states became economic dependencies within the modern world-system.

Degree Credit Exclusion: AS/HIST 3730 3.00 (prior to Fall/Winter 2004-2005).

Evaluation: T.B.A.

Projected Enrolment: 50

Course Director: T.B.A

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.

Evaluation: writing (short essays, annotated bibliography and research essay) 40%; mid-term and final exams 40%; oral presentations 10%; tutorial participation 10%.

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: T.B.A

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 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

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

<i>AS/HUMA 3320 6.0A Post-Colonial Thought: Caribbean Perspective</i>
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Focussing on the work of major Caribbean thinkers, this course re-examines the Western humanistic tradition from the point of view of the Caribbean experience of colonialism, slavery, indentureship and racism. The course covers both the early generation of anti-colonial and nationalist thinkers in the Francophone, Hispanic and Anglophone Caribbean and the contemporary generation of post-colonial theorists, creative writers and critics. Themes to be studied include: issues of race and representation; the culture of resistance; the idea of national culture; ethnicity, identity and cultural ambiguity; gender, sexuality, and diasporic culture. Though many course readings are theoretical, students will have the opportunity to use these readings to interpret Caribbean cultural texts.

Evaluation: presentation (10%); three papers (15%, 15%, 30%); final exam (20%); participation (10%).

Format: three hour lecture/seminar.

Readings: Nigel Bolland, ed., *The Birth of Caribbean Civilization*; Patrick Chamoiseau, *Texaco* (novel); Frantz Fanon, *Black Skin, White Masks*; Frantz Fanon, *The Wretched of the Earth*; C.L.R. James, *The Black Jacobins*; Patricia Powell, *The Pagoda* (novel).

Students will also be expected to purchase a kit of additional readings with essays by Stuart Hall, Percy Hintzen, Patricia Mohammed, Moya Pons, Rhoda Reddock, Silvio Torres-Saillant, David Scott, Sylvia Wynter and other authors.

Course Director: P. Taylor

**AS/HUMA 4300 6.0A Aspects of Modern Latin American & Caribbean
Studies: Myth, History and Caribbean Imagination**
*SAME AS AS/SOSC 4450 6.0A

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. But within recent years the discipline of history 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. 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

*SAME AS/SOSC 3410 6.0

The course examines the history and political economy of the Americas using case studies from both the English and Spanish speaking Caribbean as well as Latin America to highlight the forces that have shaped the internal politics of the region and its relationship to world markets.

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

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: K. Kempadoo

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

Maximum enrolment: 30

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

Course Director: J. Hellman

AS/SOSC 3411 6.0 Third World Feminism and the Politics of Development

This course aims to develop a deeper understanding of the complex and often misunderstood dynamics of gender and development within the rapidly changing context of international development. It explores feminists critiques and alternative theories of development to demonstrate how feminist analytical frameworks make an important contribution to the growing debate on the gendered construction of 'development'. It also examines meanings of global development across the world - for people living in Toronto as well as in places such as Jamaica and Sri Lanka, especially for women.

In particular, the course explores the representation, voice and agency of "Third World" women in development work, and pays attention to the way in which women in the Global South, with an emphasis on the Caribbean and Central and South America, determine their own development and empowerment. The subject of how women and men in Canada and other "western" countries can also be a part of alternative development strategies and can help to build a twenty-first century global feminist movement is also explored.

The course is designed around a set of topics that include colonialism, structural adjustment policies, gender main-streaming, global production, women's labor, and transnational activism.

Course Director: K. Kempadoo

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.

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

AS/SOSC 1430 9.0 Introduction to International Development Studies

This course introduces students to the field of Development Studies, which has emerged as a result of efforts to bring about "development" in Third World countries. It uses a critical and historical approach, drawing on concrete case studies, to examine the assumptions, practices, and consequences of development. It also examines various approaches to development and explores both their theoretical and cultural assumptions, and their concrete application in diverse historical and social contexts. These approaches are discussed in light of recent developments in the social sciences and changes in the global order, such as the feminist and the environmentalist critique of development models, the end of the cold war, the emergence of newly industrializing countries (NICs), globalization, and the weakening of nation-states.

Course Director: E. Canel

**FOUNDERS COLLEGE INTERNSHIP -
LATIN AMERICAN & CARIBBEAN STUDIES PROGRAM
(With York University Service Bursary)**

Position Title: Latin American and Caribbean Studies Academic Assistant

Start Date: Early October

End Date: Mid-April

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

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

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

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

FACULTY MEMBERS

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

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