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## **INTERNATIONAL DEVELOPMENT STUDIES PROGRAM**

The International Development Studies is an interdisciplinary program that offers students a challenging undergraduate degree with promising career opportunities in the broad area of international development. The program draws together the considerable resources in this field at York University, which has a remarkably large number of scholars who study and teach various aspects of international development, thus contributing to the revitalization of the field. They are providing a richly textured, intellectually rigorous, and highly relevant curriculum that not only deals with the theories of development, but also explores ways in which different development organizations attempt to reach the poor and the needy. Through their collaboration, they are currently engaged in creating a more cohesive community of intellectual interest both within and outside of York University.

Students will emerge from the program with a thorough grounding in the history, debates, dimensions, institutional approaches, and critiques of the field. Given the program's emphasis on building a bridge between academic discourse and development practice, the students are expected to be able to evaluate the documents of the international donor community, including the World Bank, analyze the institutional language of development professionals, and know how to put together and implement a development research and/or delivery proposal.

The IDS graduates are expected to be attractive candidates for employment in the field of international development with a critical and scholarly foundation to their professional skills. The program also gives students an excellent grounding for pursuing graduate degree options in one of the numerous graduate programs in relevant fields in Canada and elsewhere.

Employment prospects for IDS graduates include non-governmental organizations, research institutes, international development organizations, labour unions, and various civil society groups that deal with various developmental challenges and issues facing the world today.

## DEGREE OPTIONS

The IDS Program offers the following degree options available in the Faculty of Arts: Specialized Honours BA, Honours BA, Honours (Double Major) BA, Honours (Double Major) Interdisciplinary BA, Honours (Major/Minor) BA, Honours (Minor) BA, and BA. The Program offers a coherent and rigorous set of courses for each of the degree formats that foster academic excellence in the field of Development Studies. The program's core courses identify the central issues in the field from the perspective of critical liberal arts, offering an inclusive, interdisciplinary, and comparative perspective to interpret the histories, political economies, and cultures of Third World regions and their diasporic communities. While highlighting common themes in the field of development, these courses also emphasize the diversity of experiences in the Third World and the regional and sub-regional specificities. The core courses also introduce students to the specific analytical methods and techniques in the field of Development Studies.

| <b>Specialized Honours BA Program (60 credits)</b>   |
|--|
| <b>Mandatory Core Courses: 24 credits</b>  |
| AS/SOSC 1430 9.0 Introduction to International Development Studies*  |
| AS/SOSC 2800 6.0 Development in Comparative and Historical Perspective   |
| AS/SOSC 3800 6.0 Development Studies Research Methods  |
| AS/SOSC 4600 6.0 Advanced Seminar in Development Studies**   |
| <b>Areas of Concentration: 18 credits</b>  |
| 6 credits in each of three chosen areas of concentration:  |
| Area of concentration A: 6 credits   |
| Area of concentration B: 6 credits   |
| Area of concentration C: 6 credits   |
| <b>Regional Focus: 6 credits</b>   |
| 6 credits chosen from the following courses:   |
| AS/HUMA 1400 9.0 Culture and Society in East Asia  |
| AS/HUMA 2310 9.0 An Introduction to Caribbean Studies  |
| AS/SOSC 2435 6.0 Introduction to South Asian Studies   |
| AS/SOSC 2460 9.0 Contemporary Latin America  |
| AS/SOSC 2480 9.0 Introduction to African Studies   |
| <b>Additional 4000-level Courses: 12 credits</b>   |
| 12 credits at the 4000-level in <b>two</b> of the three chosen areas of concentration  |
| Area of concentration A/B/C: 6 credits   |
| Area of concentration A/B/C: 6 credits   |
| <p>* This 9-credit course fulfills General Education requirements as well as the IDS major requirement. All 9 credits count toward the 120 credits required for the Honours BA degree, but only 6 credits from this course will go toward the IDS major.</p> <p>** this course can be substituted with AS/SOSC 4602 6.0 Rethinking Development: Critical Issues, Policies and Challenges</p> |

| <b>Honours BA Program (48 credits)</b>  |
|---|
| <b>Mandatory Core Courses: 24 credits</b>   |
| AS/SOSC 1430 9.0 Introduction to International Development Studies*   |
| AS/SOSC 2800 6.0 Development in Comparative and Historical Perspective  |
| AS/SOSC 3800 6.0 Development Studies Research Methods   |
| AS/SOSC 4600 6.0 Advanced Seminar in Development Studies**  |
| <b>Areas of Concentration: 12 credits</b>   |
| 6 credits in each of two chosen areas of concentration:   |
| Area of concentration A: 6 credits  |
| Area of concentration B: 6 credits  |
| <b>Regional Focus: 6 credits</b>  |
| 6 credits chosen from the following courses:  |
| AS/HUMA 1400 9.0 Culture and Society in East Asia   |
| AS/HUMA 2310 9.0 An Introduction to Caribbean Studies   |
| AS/SOSC 2435 6.0 Introduction to South Asian Studies  |
| AS/SOSC 2460 9.0 Contemporary Latin America   |
| AS/SOSC 2480 9.0 Introduction to African Studies  |
| <b>Additional 4000-level Courses: 6 credits</b>   |
| 6 credits at the 4000-level in <b>one</b> of the three chosen areas of concentration  |
| Area of concentration A/B/C: 6 credits  |
| * This 9-credit course fulfills General Education requirements as well as the IDS major requirement. All 9 credits count toward the 120 credits required for the Honours BA degree, but only 6 credits from this course will go toward the IDS major.                           |
| ** this course can be substituted with AS/SOSC 4602 6.0 Rethinking Development: Critical Issues, Policies and Challenges  |
| <b>Note:</b> Faculty of Arts legislation requires that, in order to obtain an Honours BA (120 credits), students must take a total of at least 18 credits at the 4000-level, including at least 6 credits at the 4000-level in each Honours Major or Specialized Honours Major. |

| <b>Honours (Double Major) BA Program (48 credits)</b>  |
|--|
| The Honours BA program described above may be pursued jointly with any other Honours Bachelor's degree program in the Faculties of Arts, Environmental Studies, Fine Arts, or with a major in Earth and Atmospheric Science or Physics and Astronomy in the Faculty of Pure and Applied Science. |

| <b>Honours (Double Major) Interdisciplinary BA Program (36 credits)</b>  |
|--|
| IDS may be linked with any Honours (Double Major) Interdisciplinary BA program in the Faculty of Arts. Students must take at least 36 credits in IDS and at least 36 credits in the other interdisciplinary program. Courses taken to meet IDS requirements cannot also be used to meet the requirements of the other interdisciplinary program. Students in these Honours programs must take a total of at least 18 credits at the 4000-level, including at least 6 credits in IDS and 6 credits in the other interdisciplinary program. For further details of requirements, see the listings for specific Honours (Double Major) Interdisciplinary BA Programs. |
| <b>Mandatory Core Courses: 24 credits</b>  |
| AS/SOSC 1430 9.0 Introduction to International Development Studies*  |
| AS/SOSC 2800 6.0 Development in Comparative and Historical Perspective   |
| AS/SOSC 3800 6.0 Development Studies Research Methods  |
| AS/SOSC 4600 6.0 Advanced Seminar in Development Studies**   |
| <b>Areas of Concentration: 12 credits</b>  |
| 6 credits in each of two chosen areas of concentration:  |
| Area of concentration A: 6 credits   |
| Area of concentration B: 6 credits   |
| * This 9-credit course fulfills General Education requirements as well as the IDS major requirement. All 9 credits count toward the 120 credits required for the Honours BA degree, but only 6 credits from this course will go toward the IDS major.  |
| ** this course can be substituted with AS/SOSC 4602 6.0 Rethinking Development: Critical Issues, Policies and Challenges   |
| <b>Note:</b> Faculty of Arts legislation requires that, in order to obtain an Honours BA (120 credits), students must take a total of at least 18 credits at the 4000-level, including at least 6 credits at the 4000-level in each Honours Major or Specialized Honours Major.  |
| <b>Note: Not all interdisciplinary programs are linked. Students who plan to pursue this option must check with both the Advising Centre and the relevant programs to ensure that they are allowed to pursue a double major in the chosen two interdisciplinary programs.</b>  |

| <b>Honours (Major/Minor) BA Program (36 credits)</b>  |
|---|
| The Honours BA program in International Development Studies described above may be pursued jointly with any Honours Minor Bachelor's degree program in the Faculties of Arts, Environmental Studies, Fine Arts, or with a Minor in Biology, Chemistry, or Physics and Astronomy in the Faculty of Pure and Applied Science. |

| <b>Honours (Minor) BA Program (30 credits)</b>  |
|---|
| The Honours Minor must be pursued jointly with an Honours BA program in the Faculty of Arts. The Honours Minor in IDS comprises at least 30 credits including the following:  |
| <b>Mandatory Core Courses: 18 credits</b>   |
| AS/SOSC 1430 9.0 Introduction to International Development Studies*   |
| AS/SOSC 2800 6.0 Development in Comparative and Historical Perspective  |
| AS/SOSC 3800 6.0 Development Studies Research Methods   |
| <b>Areas of Concentration: 12 credits</b>   |
| 6 credits in each of two chosen areas of concentration*   |
| Area of concentration A: 6 credits  |
| Area of concentration B: 6 credits  |
| * at least 6 of these credits must be at the 3000 or 4000-level   |
| * This 9-credit course fulfills General Education requirements as well as the IDS major requirement. All 9 credits count toward the 120 credits required for the Honours BA degree, but only 6 credits from this course will go toward the IDS major.                           |
| <b>Note:</b> Faculty of Arts legislation requires that, in order to obtain an Honours BA (120 credits), students must take a total of at least 18 credits at the 4000-level, including at least 6 credits at the 4000-level in each Honours Major or Specialized Honours Major. |

| <b>BA Program (30 credits)</b>  |
|---|
| <b>Mandatory Core Courses: 18 credits</b>   |
| AS/SOSC 1430 9.0 Introduction to International Development Studies*   |
| AS/SOSC 2800 6.0 Development in Comparative and Historical Perspective  |
| AS/SOSC 3800 6.0 Development Studies Research Methods   |
| <b>Areas of Concentration: 12 credits</b>   |
| 6 credits in each of two chosen areas of concentration*   |
| Area of concentration A: 6 credits  |
| Area of concentration B: 6 credits  |
| * at least 6 of these credits must be at the 3000 or 4000-level   |
| * This 9-credit course fulfills General Education requirements as well as the IDS major requirement. All 9 credits count toward the 120 credits required for the Honours BA degree, but only 6 credits from this course will go toward the IDS major. |

## PROGRAM COMBINATIONS

### Honours (Major/Minor) BA Program Combinations

| Honours BA Program                | Can be combined with any one of the following Honours Minor BA Programs   |
|-----------------------------------|---|
| International Development Studies | African Studies, Anthropology, Classical Studies, Classics, Computer Science, Creative Writing, East Asian Studies, Economics, English, European Studies, French Studies, Geography, Health & Society, Hellenic Studies, History, Humanities, Labour Studies, German Studies, Italian Studies, Russian, Russian Studies, Spanish, Latin American & Caribbean Studies, Linguistics, Applied Math, Math, Math for Commerce, Statistics, Philosophy, Political Science, Religious Studies, Social and Political Thought, Sociology, South Asian Studies, Urban Studies, or Women's Studies |

### Honours (Minor) BA Program Combinations

| Honours Minor Program             | Can be combined with any one of the following Honours BA Programs  |
|-----------------------------------|--|
| International Development Studies | Anthropology, Classical Studies, Classics, Cognitive Science, Computer Science, Creative Writing, Criminology, East Asian Studies, Economics, English, French Studies, Geography, Health & Society, Hellenic Studies, History, Humanities, Information Technology, Labour Studies, German Studies, Italian Studies, Russian, Russian Studies, Spanish, Linguistics, Applied Math, Math, Statistics, Philosophy, Political Science, Professional Writing, Religious Studies, Sociology, Urban Studies, or Women's Studies |

## AREAS OF CONCENTRATION

Students in all International Development Studies degree options will take courses in at least two of the following areas of concentration:

- Culture
- Diasporas & Migration
- Environment
- Gender
- Political Economy
- Politics, Governance & Policy

For a full listing of courses in each Area of Concentration see **page 15**.



## ADVISING

Students are strongly encouraged to make an advising appointment to plan their course choices for the coming academic year. Students should come in person to the IDS Program Office (322 Founders) or contact the program Coordinator by email to schedule an advising appointment. Limited walk in appointments are available. However, students with booked appointments will be seen first. We look forward to meeting with you during your advising session.

### **An advising appointment is important for a number of reasons:**

- Faculty members can offer students assistance in selecting courses that will satisfy the Program Requirements. We can offer advice and information on the range of course offerings, requirements and faculty members in the Program.
- Students are often unsure about what Program options are available to them. Can you do a double major or major minor? With what Programs? Can you take a course out of Faculty? An advising appointment can clarify the programming options available to an IDS major or minor.
- University and Program regulations are often changing, and some students find it difficult to track these changes. Through an advising appointment we can help you make academic decisions that reflect current regulations.
- Our Program has a commitment to minimize the confusion and red-tape facing York students. Whenever possible, we will solve your administrative problems at the time of your appointment, rather than sending you away to another office.
- The advising appointment is an important window for us to understand how Program courses are working for students. We will solicit and welcome your feedback on how your courses are going, which ones you like or do not like. Such feedback has been and will continue to be crucial in guiding us to improve the IDS Program.

**Note:** Prior to the advising appointment students must follow the instructions outlined on the IDS website: <http://www.arts.yorku.ca/sosc/ids/Undergraduate/advising.html>

## INTERNATIONAL DEVELOPMENT ASSOCIATION (IDA)

Students are strongly encouraged to participate in the activities of the International Development Association (IDA), which is the student association of the IDS program. IDA creates opportunities for students to participate in the process of giving the Program a more creative shape, raising the profile of the Program, creating awareness among the faculty and students about development challenges facing the world today, keeping students informed of job opportunities in the field of International Development, and organizing different events. IDA aims to provide students with an open forum for debates and discussions around development issues and concerns. It also is a great place for students to socialize.

### Message from IDA President

*Greetings, from the International Development Association! Let me guess, you're a first year student who is looking through this calendar for the first time, trying to figure out what courses tweak your interest enough to add them to your schedule for next year. Maybe you're an upper year student who has spent some time taking IDS-related courses and is looking for some active way to couple your academic knowledge with your passion for social transformation. Or, perhaps you are not a Faculty of Arts student at all, but an individual who has a keen interest in social justice issues and is searching for like-minded students who enjoy hosting meaning events on campus.*

*Whatever your walk of life might be, the International Development Association of York University is a student-run organization which appeals to any individual who is interested in creating awareness and educating others on development-related issues. Our coalition is mainly concerned with forging links between the York campus, developing countries and the international development community by holding various events throughout the academic year. Each event, collectively organized by all members of the association, aims to spread the awareness of global issues in order to make international development-related education accessible to all. In doing so, we hope to assist York students in finding ways in which they can make a meaningful contribution in dealing with various development challenges and issues facing the world today.*

*In the past, the association has hosted a diverse range of lectures and activities involving academics, government officials and activists. The International Development Film Festival, Sudan Awareness event and an Environmental Fair are just some examples of IDA-organized events where members of the York community have gathered together and exchanged ideas on various topics. We have also made it a priority to include some information sessions on post-graduate and career options from former IDS students as well as representatives from CIDA and the IDRC. Every February marks International Development Month at York University and in recent times, the IDA has taken a leading role in putting together thought-provoking events that assist students in learning more about development-related themes. As part of this year's program, we hosted the 3<sup>rd</sup> annual NGO fair as well as an Oxfam-sponsored "Hunger Banquet" and an Arts Night featuring various art mediums from York students.*

*The above-mentioned activities provide only a small indication of the ways in which you can get involved with the IDA. So many opportunities await you! Drop by one of our weekly meetings or email us at: [IDSSA@yorku.ca](mailto:IDSSA@yorku.ca).*

*Take care and Good luck!*

*Adrienne Johnson  
International Development Association President (2006-2007)*

## **CERTIFICATE IN NONPROFIT MANAGEMENT**

This certificate program is designed to help students interested in exploring a career opportunity in the nonprofit sector which is comprised of some 160,000 organizations in Canada. A large number of these nonprofit organizations operate within the sphere of civil society and provide a wealth of employment opportunities in such areas as immigrant and refugee settlement, youth programs, poverty reduction, community development, performing and visual arts, gender and development, labour issues, environmental protection, microfinance, and social justice advocacy. The Certificate in Nonprofit Management enables students in their third year in the Faculty of Arts or the Faculty of Environmental Studies to begin a practical and applied program that will give them the skills they need to establish careers that will allow them to promote a new social order based on the principles of equality, environmental sustainability, and social justice. Students who are interested in the program should contact the Program coordinator in the first or second year of their honours degree to ensure that they have the proper prerequisites to enter the program. For more information: <http://www.arts.yorku.ca/sosc/ids>

## **CERTIFICATE IN REFUGEE AND MIGRATION STUDIES**

The General Certificate is awarded to York University students who, in addition to completing all undergraduate degree requirements of their Faculties, also complete courses with a focus on refugee and migration issues.

The faculty members associated with the Centre for Refugee Studies are internationally recognized, published scholars in the refugee and migration field, whose work represents a multiplicity of academic disciplines. Building on York's already strong interdisciplinary tradition, they take an interdisciplinary approach to development and refugee and migration issues, and demonstrate an ongoing commitment to Canada's dedication to solving international problems.

It is the objective of the Centre to build on its current strengths and on those of York's Faculties in order to generate resources to support scholars in their interdisciplinary research, to offer scholarships to excellent students, and, more generally, to create a unique research framework within an international network. The Center, therefore, offers students focused study on refugee issues, and formal recognition of the knowledge so acquired through its coordinator of program leading to the York University General Certificate in Refugee and Migration Studies.

More information:

<http://www.yorku.ca/crs/Education/General%20Certificate/About%20General%20Certificate.htm>

## **YORK INTERNATIONAL INTERNSHIP PROGRAM**

The award winning **York University International Internship Program (YIIP)** provides both York undergraduate and graduate students a non-credit opportunity to apply their academic knowledge to an international work environment and enhance their job-related skills in an international and intercultural setting.

Close to seventy Internship placements are arranged at a wide variety of government and non-government organizations, both in Canada and abroad. They offer students a range of experiences from field internships to research and/or administrative placements. Most of these placements are open to students from specific disciplines; some are focused by academic subject area.

York University offers funding for successful International Internship applicants. Internships run for three months during the summer starting in May.

For more information: <http://international.yorku.ca/internships/index.htm>

## **YORK INTERNATIONAL EXCHANGE PROGRAM**

The York Exchange Program allow students at York to earn part of their degree credits at a post-secondary institution in another country. At present, York has formal exchange programs with universities in more than thirty countries around the world.

The York Exchange program allows students to apply credits earned abroad toward their York degree. Students on official exchange pay tuition to York University (not the host institution) and are eligible to apply for the York International Mobility Award (YIMA) for financial assistance. Grades for courses taken at external institutions are not listed on the York University transcript and are not included in the calculation of grade point averages. The credits, however, do count toward the York University degree.

For more information: <http://international.yorku.ca/exchange/exchange.htm>

## **STUDENT AWARDS & ESSAY PRIZES**

### **AWARDS**

#### **International Development Studies program Award**

This award of \$250 recognizes academic excellence and community involvement in a fourth-year IDS honours major. The Scholarship is awarded in October of each year to a fourth-year IDS honours major with an outstanding academic profile and a demonstrated record of community involvement and good citizenship within IDS and York University.

#### **Division of Social Science Bursary**

The award is an annual prize of approximately \$800 given to a student who is majoring in one of the Social Science programs, who has completed between 30 and 60 credits with a GPA of 6.0 or higher, who is currently registered in a minimum of 18 credits, who is a Canadian citizen/permanent resident, Ontario resident, and who demonstrates financial need. The Office of Student Financial Services will select the recipient in the fall.

#### **Ellen Baar Award**

This annual award of approximately \$1250 honours the memory of Professor Ellen Baar, a member in the Division of Social Science from 1971 until her death in 1998 who was strongly committed to the Division's interdisciplinary teaching. It is given to the student entering his / her final year as a major in a Division interdisciplinary program who received the highest GPA in his / her third year of studies, will have completed at least two Division courses in the program, and demonstrates financial need. (If the student with the highest GPA does not demonstrate financial need, a transcript notation will record his / her achievement, and the funds will be distributed to the next-highest student who meets the criteria.) Applications may be obtained at the office of the Division's chair or on-line.

#### **Lillian Lerman Award**

The Lillian Lerman award honours Lillian Lerman, a member of the Division who retired in 1991, in recognition of her dedication and contribution to undergraduate teaching. It is given to the student writing the most outstanding essay in a 1000-level Social Science course. Nominations are made by course directors; for further information, please consult the Division's chair.

#### **Gordon Lowther Award**

The Gordon Lowther Award award is an annual prize of approximately \$700 given to the student entering second year and enrolling in a Division interdisciplinary program who achieved the highest GPA in his / her first year. The student must be currently registered in a minimum of 18 credits, a Canadian citizen/permanent resident, Ontario resident, and demonstrate financial need.

## **ESSAY PRIZES**

### **Faculty of Arts Essay Prizes**

Faculty of Arts Essay Prizes are awarded annually to four students in the Faculty, one at each of the 1000, 2000, 3000 and 4000 levels, judged to have written the most outstanding essays at their levels (of at least 1000 words). There are also four honourable-mention prizes, and all essays appear in the Faculty of Arts yearly publication, Prize Winning Essays. The value of the prizes is \$300 and is \$100 for honourable mentions. The essays are nominated by professors.

### **Michael Baptista Essay Prize**

This award, sponsored with CERLAC (the Centre for Research on Latin American and Caribbean), was established by friends of Michael Baptista together with the Royal Bank of Canada to honour his Guyanese / Caribbean roots, his dedication and achievement at the Royal Bank, and his continued and unqualified love of learning. Two \$500 prizes are awarded annually, one to an undergraduate student and one to a graduate student, in recognition of outstanding scholarly essays in the humanities, social science, business or law of relevance to Latin American and Caribbean Studies, and are presented at a lecture by a visiting Latin American or Caribbean speaker.

## **INTERNSHIPS**

### **Founders College Internship Program (International Development Studies)**

The Founders College Internship Program is designed to offer one meritorious student in their second or third year of study the opportunity to gain academic, and where relevant, professional experience, through a work placement in one of the programs/units housed in the College. One of these placements is assigned to the IDS Program. Although this placement is open to Founders students and to members of the College-affiliated programs and departments, preference will be given to qualified IDS Majors.

The Internships are funded by the York University Service Bursary Program, which awards the recipient \$1,500 applied toward his/her tuition fees. Interns are selected through a competition based on merit, but must also meet the financial need criteria of the Bursary Program. The Intern is supervised and mentored by the Program Coordinator, who provides the Intern with follow-up support in the final undergraduate year(s) regarding graduate school or professional training applications, and letters of reference. In turn, Interns are asked to share their experience with other students in the College and in the Program in the year following their internship.

Applicants should obtain the individual Internship descriptions and application forms from the Founders College Masters Office. They should complete both the Founders College Internship Application Form and the Service Bursary Application Form. The deadline for both forms is in the third week of September, though students may apply earlier. Applicants must also submit a résumé detailing their experience relevant to the Internship for which they are applying, and expect to be called for an interview.

For more information: <http://publish.yorku.ca/~founders/main/bursaries.htm>

# LIST OF IDS COURSES

## CORE COURSES

|                     |   |
|---------------------|---|
| AS/SOSC 1430/39 9.0 | Introduction to International Development Studies     |
| AS/SOSC 2800 6.0    | Development in Comparative and Historical Perspective |
| AS/SOSC 3800 6.0    | Development Studies Research Methods                  |
| AS/SOSC 4600 6.0    | Advanced Seminar in Development Studies               |

## AREA 1: CULTURE

|                         |   |
|-------------------------|---|
| *AS/ANTH 2120 6.0       | Visualizing Ourselves, Visualizing Others: Media, Representation and Culture      |
| AS/SOSC 2430 6.0        | Peoples and Cultures of Southeast Asia  |
| AS/HUMA 2435 9.0        | Japanese Culture, Literature and Film   |
| AS/ANTH 3020 6.0        | Race, " Racism" and Popular Culture   |
| AS/ANTH 3030 3.0 M      | Discourses of Colonialism   |
| *AS/HUMA 3310 3.0       | The Writer and Folk Culture in the Caribbean                                      |
| AS/ANTH 3370 6.0        | Power and Violence: The Making of "Modernity"                                     |
| *AS/ANTH 3420 3.0       | Indigenous Minorities and Human Rights  |
| **AS/HUMA 3415 6.0      | Chinese Culture in Hong Kong, Taiwan and Singapore: Their Literary Texts and Film |
| AS/HUMA 3425 6.0        | Religion, Gender and Korean Culture   |
| AS/EN 3440 6.0          | Post Colonial Writing in Canada   |
| AS/SOSC 3480 6.0        | Culture, Democracy, and Development in Africa                                     |
| **AS/HND 3600 3.0       | South Asian Female Literary Activism  |
| **AS/HND 3610 3.0       | Writings of Premchand (1880-1936)   |
| FA/FILM 3610A 3.0       | Studies in National Cinemas: Border Narratives in Chinese Cinemas                 |
| **AS/POR 3650 3.0       | Aspects of Modern Brazil  |
| **AS/POR 3660 3.0       | Readings in Mozambican Literature   |
| *AK/HUMA 3660 3.0/6.0   | African Canadian Voices   |
| AS/HUMA 3664 3.0 (Fall) | Caribbean Traditional Culture   |
| AS/HUMA 3816 3.0 (W)    | Religion, Culture and Identity in the Balkans                                     |
| **AS/GEO 4020 3.0       | The Caribbean Islands since 1492  |
| **AS/ANTH 4180 6.0      | Anthropology, Islam and Muslim Societies  |
| AS/EN 4231 3.0          | Studies in Post-Colonial Literature: Derek Walcott                                |
| AS/ANTH 4250 6.0        | Religious Movements in Global Perspective   |
| AS/ANTH 4260 6.0        | Social and Cultural Change  |
| AS/SOSC 4310 6.0        | Global Communication: Contemporary Issues   |
| *AS/HUMA 4315 6.0       | Religion and Politics in Latin America and the Caribbean                          |
| AS/HUMA 4415 6.0        | Contemporary Japanese Literature, Film and Comics                                 |
| AS/SOSC 4510 6.0        | African Popular Culture   |
| **AS/SP4650 6.0         | Literature and Music in Spanish America   |

## **AREA 2 : DIASPORAS AND MIGRATION**

|  |   |
|--|---|
| AS/POLS 3065 3.0<br>& AK/HIST 3240 6.0<br>AS/ANTH 3250 6.0<br>*AS/SOSC 3270 6.0<br>AK/SOSC 3350 6.0<br>*AK/SOSC 3370 6.0<br>AS/SOCI 3430 6.0<br>**AS/EN 3442 6.0 | Political Culture of Race and Racism<br>The Immigrant Experience in Canada<br>China and the Chinese Diaspora<br>The Caribbean Experience in Multi-Cultural Canada<br>Ethnic Communities in Canada<br>Immigrant Women in Canada<br>Ethnicity, Power and Identity<br>Studies in Post-Colonial Literature: Diaspora Literatures in English |
| AS/SOCI 3450 6.0<br>AK/POLS 3620 6.0<br>*AK/HIST 3940 6.0<br>AS/GEOG 4170 3.0  | The Sociology of 'Race' and Racism<br>Racism and Colonialism<br>Global Migration and Diaspora Cultures<br>Geographical Perspectives on Immigration, Ethnicity, and Race in Modern Cities  |
| AS/SOCI 4230.6.0<br>*AS/SOCI 4350 3.0<br>AS/SOCI 4360 6.0<br>AS/SOCI 4390 3.0  | Sociology of Ethnic Groups: Indo-Caribbean in Canada<br>International Migration<br>Globalization and International Migration<br>International Migration: Immigration, the State and Transnationalism  |
| AS/SOCI 4430 3.0<br>AS/HIST 4830 6.0   | Canada and Refugees<br>In Slavery and Freedom: Blacks in the Americas   |

## **AREA 3: ENVIRONMENT**

|   |   |
|---|---|
| ES/ENVS 2300 6.0<br>AS/ANTH 3190 3.0A   | Foundations of Environmental Politics<br>Nutritional Anthropology: Food and Eating in Cross Cultural Perspective  |
| ES/ENVS 3310 3.0<br>ES/ENVS 3340 3.0<br>& AK/GEOG 3400 6.0<br>*AS/SOCI 3710 6.0<br>AS/SOSC 3730 6.0<br>**AS/ECON 3800 3.0<br>ES/ENVS 4111 3.0<br>ES/ENVS 4210 3.0<br>ES/ENVS 4220 3.0<br>*AS/ANTH 4240 3.0<br>*AS/HIST 4240 6.0<br>ES/ENVS 4312 3.0<br>*AS/GEOG 4370 3.0<br>*AS/HIST 4500 6.0 | Tropical Conservation and Sustainable Development<br>Global Environmental Politics<br>Gender, Population and Migration<br>Environmental Sociology<br>Comparative Urban Development<br>Environmental Economics<br>Biodiversity<br>Global Populations: Critical Environmental Perspectives<br>Urbanization in Developing Countries<br>Global Environments, Livelihoods, and Social Justice<br>Human Economy and Natural Environment in Preindustrial Europe<br>Global Justice and Humanitarian Internationalism<br>The Geography of Third World Development<br>Canadian Environmental History |



## **AREA 4: GENDER**

|                            |  |
|----------------------------|--|
| *AS/SOSC 2791 6.0          | Gender and Culture in Comparative Perspective  |
| *AS/ANTH 3010E 6.0         | Gender, Place and the Cultural Politics of Development   |
| AS/ANTH 3120 6.0           | Anthropology of Tourism  |
| AS/ANTH 3220 6.0           | Greed, Globalization and the Gift  |
| *AS/ANTH 3230 6.0          | Women, Culture and Society   |
| AS/SOSC 3411 6.0           | Third World Feminism and the Politics of Development   |
| *AK/AS/GL/WMST 3502 6.0    | Diversities of Women: Gender, Race and Class in a Western Context  |
| AK/AS/GL/WMST 3503 6.0 (A) | Contemporary Global Feminist Issues  |
| AK/AS/GL/WMST 3503 6.0 (B) | Femmes et Mondialisation   |
| AS/SOSC 3543 6.0           | Introduction to Gender and Development   |
| **AK/AS/GL WMST 3545 6.0   | Culture Engendered   |
| AS/SOCI 3690 6.0           | Sociology of Gender  |
| *AS/HIST 4083 3.0A         | Urban Identities: Historical Perspectives on Race, Ethnicity, Gender and Class in Canadian and American Cities |
| *AS/SOSC 4170 6.0          | Gender Relations in the Third World  |
| EN/ENVS 4320 3.0           | Gender and Development   |
| AS/ECON 4360 3.0           | Economics of Gender  |
| AS/HUMA 4421 6.0A          | Feminine in Chinese Culture  |
| *AS/SOCI 4450 6.0          | Women in Development   |
| AK/AS/GL/WMST 4506 3.0     | Colonialisms and Women's History   |
| AK/AS/GL/WMST 4512 6.0     | Gender and the Law: An International Perspective   |
| AS/HIST 4765 6.0           | Re-Thinking Gender in East Asian History   |

## **AREA 5: POLITICAL ECONOMY**

|                    |  |
|--------------------|--|
| AS/SOSC 1520 9.0   | Markets and Democracy: The Development of Industrial Society |
| AS/ANTH 2100 6.0   | One World, Many Peoples                                      |
| **AS/GEOG 2070 3.0 | Empire   |
| **AS/SOSC 3040 6.0 | Corporate Social Responsibility                              |
| AS/SOSC 3101 3.0   | Health and Development in the Third World                    |
| AS/SOSC 3102 3.0   | Health Policies and Practices in the Third World             |
| AS/GEOG 3130 3.0   | The Global Economy   |
| AS/ECON 3150 3.0   | International Trade I  |
| AS/ANTH 3220 6.0   | Greed, Globalization & the Gift: The Culture of Capitalism   |
| AS/SOSC 3240 3.0   | Labour and Globalisation I: North American Perspectives      |
| AS/SOSC 3241 3.0   | Labour and Globalization II: Comparative Perspectives        |
| *AS/POLS 3270 3.0  | Global Political Economy I: Theory and Approaches            |
| *AS/POLS 3275 3.0  | Global Political Economy II: Issues & Problems Since 1945    |
| AS/ECON 3310 3.0   | Development Economics I                                      |
| AS/ECON 3320 3.0   | Development Economics II                                     |
| *AS/SOSC 3410 6.0  | Political Economy of Latin America and the Caribbean         |
| *AK/SOSC 3510 6.0  | Globalization: Wealth, Poverty and the New World Order       |
| *AS/SOSC 3540 6.0  | The Political Economy of Food                                |

|                    |   |
|--------------------|---|
| *AS/SOSC 3541 3.0  | Land, Food and Development                                |
| AK/ECON 3550 3.0   | Economics of Developing Countries I                       |
| AK/ECON 3560 3.0   | Economics of Developing Countries II                      |
| AK/ECON 3570 3.0   | International Economics I                                 |
| AK/ECON 3580 3.0   | International Economics II                                |
| AK/POLS 3700 6.0   | The Politics of the Global Economy                        |
| *AS/POLS 3710 3.0  | The Political Economy of Newly-Industrialized Countries   |
| **AS/GEOG 3800 3.0 | Geographies of Labour                                     |
| AS/SOSC 3801 6.0   | Understanding Development Planning and Management         |
| AS/ECON 4129 3.0   | International Trade Policy and Economic Integration       |
| AS/ECON 4190 3.0   | International Trade II                                    |
| **AS/GEOG 4220     | Geographies of Industry: Neoliberal Era                   |
| *AS/POLS 4285 3.0  | Topics in International Political Economy of Eastern Asia |
| *AS/POLS 4295 3.0  | Political Economy of Global Finance                       |
| AS/GEOG 4395 3.0   | Asia-Pacific Development: Geographical Perspectives       |
| **AS/POLS 4595 3.0 | Asian in the New Global Order                             |
| *AS/ECON 4619 3.0  | Economic Planning and Development in India                |
| *GL/POLS 4680 6.0  | Political Economy of the Asia Pacific Region              |
| *AS/POLS 4770 3.0  | Political Economy of Development                          |

## AREA 6: POLITICS, GOVERNANCE & POLICY

|                    |  |
|--------------------|--|
| AS/POLS 2930 6.0   | Global Politics  |
| **AK/CLTR 3150 3.0 | Experiencing the International   |
| AS/POLS 3200 3.0   | Global Conflict and Security I   |
| AS/POLS 3210 3.0   | Global Conflict and Security II  |
| GL/POLS 3220 6.0   | Comparative Political Systems: Developing Areas  |
| *AS/SOCI 3330 6.0  | Politics and Society   |
| *AS/ANTH 3400 6.0  | Altering States: Civil Society & Citizenship in a Globalizing World                                    |
| AS/POLS 3510 3.0   | China: Path to Modernization & Democracy   |
| **AS/SOSC 3512 6.0 | Postcoloniality and the Nation   |
| AS/POLS 3515 3.0   | China: 21 <sup>st</sup> Century Superpower?  |
| *AS/POLS3550 3.0   | Revolution and Counter Revolution in Central America   |
| AS/POLS 3555 3.0A  | Dictatorship and Democratization in South America  |
| AS/POLS 3560 6.0   | The Global South: Politics, Policy and Development   |
| AS/POLS 3570 3.0   | Africa: The Politics of Continental Crisis   |
| *AK/POLS 3600 6.0  | Peasants and the State   |
| AS/HIST 3710 6.0   | Ideology, Politics, and Revolution in the Caribbean: The Aftermath of Slavery in the Caribbean         |
| **AS/HIST 3734     | Conflict, Resistance & revolution in Latin American History  |
| AS/SOSC 3970 6.0   | India: Culture and Society   |
| *AK/POLS 4060 6.0  | Colonialism and Development  |
| AS/POLS 4255 6.0   | Issues in International Human Rights   |
| *AS/POLS 4265 3.0  | Human Rights and Democracy in Asia   |
| AS/ANTH 4340 6.0   | Advocacy and Social Movements  |
| AS/SOSC 4452 3.0   | State and Civil Society in Latin America: Social Movements & Community Development in the 21st century |
| *AS/POLS 4540 6.0  | Caribbean Politics   |
| POLS 4555 3.0      | Latin American Development   |

|                   |   |
|-------------------|---|
| AS/POLS 4575 3.0  | The Politics of Southern Africa   |
| *AS/POLS 4590 3.0 | Political Development in South Asia   |
| AS/POLS 4595 3.0  | Southeast Asia in the New Global Order  |
| AS/SOSC 4601 3.0  | Field Experience for International Development                                      |
| AS/SOSC 4803 6.0  | Selected Topics in Mass Communications: Approaches to Communication and Development |

### **Regional Focus courses:**

|                  |                                      |
|------------------|--------------------------------------|
| AS/HUMA 1400 9.0 | Culture and Society in East Asia     |
| AS/HUMA 2310 9.0 | An Introduction to Caribbean Studies |
| AS/SOSC 2435 6.0 | Introduction to South Asian Studies  |
| AS/SOSC 2460 9.0 | Contemporary Latin America           |
| AS/SOSC 2480 9.0 | Introduction to African Studies      |

**Please note:**

- **other courses may be substituted with the written approval by the Program Coordinator**
- **courses with an asterisk (\*) mark are not offered in 2007/2008**
- **courses with a double asterisk (\*\*) were recently added to the IDS list but that are still pending formal university approval as IDS courses. Students who take these courses in 2007/2008 should notify the IDS office to ensure that they are credited as IDS courses.**
- **courses with an ampersand (&) are listed on department's tentative schedule. Please check with respective department for confirmation of course availability.**

## **COURSE DESCRIPTIONS & AREAS OF CONCENTRATION**

### **CORE COURSES**

#### **AS/SOSC 1430/9 9.0 Introduction to International Development Studies**

*(Formerly Introduction to Development Studies)*

Course Director: E. Canel

This foundation course introduces students to the field of International Development Studies. It adopts an interdisciplinary approach to study the theory and practice of development, and draws from the works of historians, sociologists, political scientists, anthropologists, and economists to introduce relevant concepts and theories of development. The course examines various approaches to development and explores their theoretical and cultural assumptions, and their concrete application in diverse historical and social contexts. The course helps students understand the processes that created underdevelopment, the forces that contribute to the persistence of this condition, and the struggles for equitable and sustainable development in the current global system. As part of the Foundations Program, this course has been especially designed to help students develop specific academic skills in the areas of critical thinking, reading and writing, and to challenge them to apply these skills to the field of international development studies.

#### **AS/SOSC 2800 6.0 Development in Comparative & Historical Perspective**

Course Director: T.B.A.

This course offers a critical overview of the state of development studies for students who have some background in International Development. Its primary objective is to familiarize students with the present and past development theories, discourses/perspectives and issues. Besides, it makes an effort to analyze the role of key international organizations, such as the World Bank and the International Monetary Fund, in constructing the 'global framework for development'.

In reviewing a range of theories of and approaches to development – from modernization, and neo-Marxist theories of dependency to neo-liberal, post-modern, post-Marxist and feminist perspectives, the course provides a forum for students to examine, discuss, and debate the current changes in development studies and to apply various theories and approaches to the analysis of contemporary development issues.

Students will have the opportunity to explore how the focus of development shifted from 'economic growth' to the improvement in the human conditions.

### **AS/SOSC 3800 6.0 A & B Development Studies Research Methods**

Course Directors: F. Quadir & T.B.A.

This course introduces class-members to the principle research methods and techniques used primarily in International Development. Since development research and policy agendas are undergoing considerable evolution and change, it focuses on the more practical issues and problems of researching development policies, programs, and projects. In addition to introducing research methods commonly used in the Social Sciences, this course aims to aid students in learning about applied research methods and evaluation practices, both qualitative and quantitative. It places the notion of impact assessment in the broader context of international development exploring key methods, techniques, and practices that are widely used by both development agencies and practitioners.

**Prerequisite:** AS/SOSC 2800 6.0.

### **AS/SOSC 4600 6.0 A & B Advanced Seminar in Development Studies**

Course Directors: V. Patroni & T.B.A.

The aim of this seminar is to give students some specialized knowledge about the present discourses/perspectives in development, some contemporary development issues/challenges, and the potential of various agents in addressing these issues/challenges. The focus of the course is on globalization that most directly sets the current context of international development. In addition to identifying the trends in the contemporary phase of global economic restructuring, this course provides informative and useful insights into the construction of a 'homogeneous world' through cultural and political globalizations. It also explores various debates on globalization and takes a critical look at the differential impacts of globalization on countries and communities in the world. One of the primary objectives of this course is to present a comparative discussion of differences and commonalities among mainstream, critical, post-modern, and post-structuralist analyses of development which have appeared over the last two decades. It opens up the possibility for new ways of thinking about the problems of and prospects for development in the twenty-first century. This course also examines the contemporary agenda of international development within the changing structures of the global political economy.

**Prerequisite:** AS/SOSC 2800 6.0 and AS/SOSC 3800 6.0.

## **AREAS OF CONCENTRATION**

### **AREA 1: CULTURE**

#### **\*AS/ANTH 2120 6.0 Visualizing Ourselves, Visualizing Others: Media, Representation and Culture**

We live in a media saturated society. In our everyday lives, we are bombarded by media images whether it be through newspapers, television, film, radio, the internet, and/or billboards. However, we seldom pause to think about the relationship between media, ourselves and others: Media are a form of communication, but what is being communicated? How do media affect understandings of ourselves and others? Is the increasing presence of media creating a global, homogenized culture or preserving cultural diversity?

An anthropological perspective on media requires us to always situate media productions in particular social, political, and cultural contexts. It also requires us to think of media as global and local phenomena: this means we will need to investigate the effects of global media in other societies, but we will also need to examine 'locally' produced media. Throughout this course we will be concerned with issues of power and how media figure is maintaining, resisting or transforming social inequality.

The first semester will introduce students to different theoretical approaches to understanding the relationship between representation, culture, media and identity. We will also focus on how media are integral to the production of cultural identities, including nationalism, gender, sex, race and ethnicity. Next, we investigate the complex area of media reception. In the second semester, we shift the focus to interrogate different genres of media, such as the news, soap operas, reality TV, the internet and horror films in order to see how representations of identities and events are constructed, contested and transformed in different contexts.

**\* NOT OFFERED IN 2007-2008**

#### **AS/SOSC 2430 6.0 Peoples and Cultures of Southeast Asia**

Course Director: T.B.A.

This course examines the cultures and social systems of Southeast Asia. Beginning with an examination of the ecology and prehistory of the region, a brief journey through Southeast Asian cultural history provides an understanding of a number of important issues and topics in, the region. These include Buddhism, Islam, Chinese and Indian

influences, colonialism, tribes, rural development and urbanism. With this background the course investigates recent upheavals in the areas including refugee movements and political changes. It concludes with a review of recent developments, including the establishment of ASEAN (Association of Southeast Asian Nations) and the effects of globalization on Pacific Rim nations.

**Course Credit Exclusion:** AS/SOSC 2430 3.0.

**\*AS/HUMA 2435 9.0 Japanese Culture, Literature and Film**

(Formerly HUMA 3420 6.0)

An introduction to Japanese culture centred around comparisons of major classical, modern, and "postmodern" literary works - including "manga" comics - with their screen adaptations or other related films and anime. No prior knowledge is expected or required.

Japanese culture may or may not be 'cinematic' as Sergei Eisenstein claimed back in 1929, but it is undeniable that literary classics have been turned into outstanding films with striking frequency in Japan. Moreover, ever since *Rashomon* took the West by surprise in 1951, no medium has been more successful than film in communicating Japanese culture to a foreign audience. By comparing major literary works by Japan's best authors with their screen adaptations (or other related films), this course seeks to explore basic patterns and themes of Japanese culture: the cojoining of native and imported elements in life and art; the core principles of Japanese aesthetics; the changing role of women; expressions of modern alienation; and the overlapping realms of what might be termed the premodern, the modern, and the postmodern. It also analyzes aspects of the literature-to-film transfer, such as literary image-film image, literary style-film style, and the treatment of selected themes in literature and film. This course is part of the Faculty of Arts Foundations Program, and focuses on the following skills: critical reading of primary (including cinematic) and secondary texts; critical thinking; writing skills, including formulating a thesis and developing an essay outline and a full, annotated bibliography; formulating cross-cultural comparisons which take into account religious, aesthetic and historical/cultural differences.

**Course Credit Exclusions:** AS/HUMA 3420 6.0, AS/JP 3720 6.0, FA/FILM 3710 6.0

**\* NOT OFFERED IN 2007-2008**

**AS/ANTH 3020 6.0 Race, " Racism" and Popular Culture**

Course Director: T.B.A.

This course critically explores ideas of race and racist practice, both past and present. Through a range of readings and audio visual materials, we will examine how race is produced and reproduced, as well as how racism is perpetuated and sustained, in

multiple, shifting, and context-dependent ways. Of particular concern will be the ways in which various forms of popular culture are shaped by, and shape, race and racism. The course will also look at how race and racisms intersect with, and in, the production of other identity categories and experiences, including gender, nation, class, ethnicity and sexuality. Overall, the course proceeds with the understanding that race is a social (often ideological) construction rather than a biological given. Attention will thus be given to histories of the idea of race and racist practice, and the social forces giving rise to these, both past and present. The course will also try to illuminate some of the more subtle 'new racisms' characteristic of the contemporary period. A highlighting of Canadian context-specificities will be important in this regard, and throughout. We will also look at how (thinking about) conditions of globalization, diaspora and creolisation can complicate and help to enrich our understandings of race and the workings of racism in the contemporary period. Various strategies of resistance to racism will also be considered and debated in the process of exploring 'race from below'. A range of explanatory models and approaches will be examined from political economy and historical materialism, to discourse theory and performance theory.

### **AS/ANTH 3030 3.0M Discourses of Colonialism**

*Formerly AS/ANTH 3010D 6.0*

Course Director: T. Holmes

What do sixteenth century explorer's accounts of cannibalism, late nineteenth century colonial census records of Fijian villages, and the 1989-90 exhibit *Into the Heart of Africa* at the Royal Ontario Museum have in common? They are all discourses of colonialism. They are part of a process by which much of the world has been, and still is, imagined and represented as an object of Euro-American expansion and control. This course examines the role played by these and other practices and events in the formation of those attitudes and stereotypes that shape political and economic domination. The topics covered in this course cover three main themes. In the first section of the course, we trace the genealogies of "the other" by examining the historical foundations of European "imperial culture" in art, literature, and science. This section considers how these cultural forms shaped notions of gender, race, and human evolution and impelled the expansion of European empire through the representation of non-European peoples as needing salvation and requiring domination. In the second section of the course, we consider how these historically situated discourses are linked to modernist images of salvation, education, labour, health, race, and gender in the establishment and maintenance of a colonial order. In the final section of the course, we look at the persistence of colonial discourse in contemporary, postcolonial theories of race, development, and globalization.

**Course Credit Exclusion: ANTH 3030 6.0**



**\*AS/HUMA 3310 3.0 The Writer and Folk Culture in the Caribbean**  
(Formerly *The Writer and Folk Culture in the Afro-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, 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

**Course Credit Exclusion:** AS/HUMA 3310 6.0.

**\*NOT OFFERED 2007/2008**

**AS/ANTH 3370 6.0 Power and Violence: The Making of "Modernity"**

Course Director: M. Blincow

This course will examine the place of organized violence in the making of the most recent widespread, large-scale dominant social system, that of "modernity". During its making there has been a massive and unprecedented proliferation and use of organized violence within and between different groups, peoples, and states. But even as this pattern is increasingly "globalized" and "normalized", it is deeply uneven in its sources and its causes, in its proliferation and its uses, and in its effects.

The first premise of the course is that if there is to be any understanding of this increasing proliferation and use of organized violence in the historical making of our contemporary world, we need to enquire into three fundamental aspects of "violence" as a dimension of power: (1) First, the place of violence in both local and dominant epistemologies and ontologies - i.e., in ideologies of violence. (2) Second, the social and cultural organization of violence - i.e., how violence is "embedded" in everyday social relationships and practices as well as in certain specialized institutions. (3)

Finally, the increasing incorporation of violence through the development and use of extreme forms of "technologies of destruction".

A second premise of the course is that if there is to be any potential resolution of the problems which the proliferation and use of organized violence generates, attention must also be paid to the existence of "non-violent" dimensions of ideologies, of social organization, and of "patterns of reconciliation" - even if these exist in only limited ways and contexts within these contemporary socio-cultural "life-forms".

**Course Credit Exclusion:** AS/ANTH 3370 3.0

**\*AS/ANTH 3420 3.0 Indigenous Minorities and Human Rights**

The intention of this course is to address the following issues: how do (nation) states define majorities and minorities? How do people get classified as "indigenous" or "aboriginal"? How has globalization enhanced awareness of minority and human rights everywhere? The course will reveal the extent to which official censuses and classification of populations are contested locally: minorities are defined less by numbers than by politics and conflicts over material and symbolic resources; being indigenous is neither genealogical nor self-evident, but a product of state politics, negotiation of identities between local and transnational bodies and even individual self-selection. Some individuals adopt strategies of shifting ethnic identities according to need, interest and context, despite their ancestry. Who is indigenous in never-colonised or independent, non-settler states, such as Japan? Why do some of India's lowest castes now find it expedient to re-label themselves as "aboriginal"? – a status which they hope will attract greater world attention and resources to their cause than "untouchability" alone. We shall re-examine the continuing debates over universal values (such as human rights) versus cultural relativism, by exploring some recent ideas about "multiple or flexible citizenships", "continuously negotiated constitutions" and group versus individual rights, in evolving multicultural societies. How, for example, do native peoples balance their collective rights to ancestral lands with private business interests, and their status as individual citizens in a democratic society? How is the contemporary doctrine of human rights interpreted by different constituencies in different cultural and national environments? Finally, we shall cover the activities of some of the global, Fourth World, human rights and NGO movements, across the world. Examples will be drawn from Canada and the rest of the world, including Latin America, South, Southeast and East Asia, Australia and New Zealand.

**Course Credit Exclusion:** AS/ANTH 3420 6.0

**\*NOT OFFERED 2007/2008**

## **\*\*AS/HUMA 3415 6.0 CHINESE CULTURE IN HONG KONG, TAIWAN AND SINGAPORE: THEIR LITERARY TEXTS AND FILM**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: P. Giordan

Through an analysis of major works of literature and film, this course offers a picture of the cultural life of three variant Chinese communities, as well as an understanding of the interaction between these groups and the contemporary globalized context.

Various Chinese communities live in Asia, outside Mainland China. They have developed unique socio-political features that clearly differentiate them from Mainland China as well as from each other. Yet, they share some common ground in terms of written or spoken language, as well as ethical and religious values. Through close textual reading and filmic analysis of some major literary and cinematic works from different Chinese communities such as Taiwan, Singapore and Hong Kong, this course offers an understanding of the complexity of Chinese culture. This course problematizes topics such as family life, love and sexuality, education and law. Also, it analyses the interaction between Chinese culture and the contemporary globalized context. Issues such as that of a monolithic notion of "chineseness" will be discussed and essentialist constructions as well as nationalist agendas will be analyzed.

Note: Knowledge of Chinese is not required. All readings are available in English translations and all films are subtitled in English.

## **AS/HUMA 3425 6.0 Religion, Gender and Korean Culture**

*(Formerly HUMA 3000D 6.0)*

Course Director: T. Hyun

The purpose of this course is to introduce basic texts in order to explore the interactions of religion and gender from the traditional to the modern period in Korea and to relate this material to the general process of cultural development. Korea's native shamanistic traditions were early supplanted by religions imported through China such as Buddhism, Taoism and Confucianism. The course is designed to acquaint students with little or no background with some of the classics in the field. The dominant role of women in Shamanism was reversed as Buddhism and later Confucianism became state religions and patriarchal values were established. With the advent of Christianity at the dawn of the modern era sex roles were again realigned. Twentieth century works reveal the extent to which the contemporary period is witnessing a resurgence of native religious beliefs as Koreans attempt to redefine their cultural identity in the international age.

**Course Credit Exclusion:** AS/HUMA 3000D 6.0

## **AS/EN 3440 6.0 Post Colonial Writing in Canada**

Course Director: C. Kim

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

## **AS/SOSC 3480 6.0 Culture, Democracy and Development in Africa**

Course Director: T.B.A

This course explores the complex interplay of political, social and cultural forces at work in Africa, as communities, nations and regions attempt to overcome historic disadvantages and contemporary crises. Of particular interest is the often-ignored capacity of African culture to generate change, resist oppression by both external and internal forces, and solve the problems of development. The course's aim is thus to reunite the increasingly separate domains of African Studies as a regional field of enquiry focused on human history and society, and Development Studies as the "problem solving" field of applied research, where deep social, political and economic issues are viewed as abstract problems with technical solutions. The course reintroduces human agency into an understanding of Africa through the texts of a variety of African thinkers, past and present. The texts are informed by non-African theory as well as indigenous intellectual traditions, and this conceptual synthesis is also investigated in the course.

### **\*\*AS/HND 3600 3.0 South Asian Female Literary Activism**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: S. Nijhawan

The course introduces students to various forms of literary expression, including films of women from India, Pakistan, Bangladesh and the South Asian Diaspora in the last century and the present day. All texts are in English Translation.

### **\*\*AS/HND 3610 3.0 Writings of Premchand (1880-1936)**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: S. Nijhawan

Premchand (1880-1936) is one of the most eminent writers of modern Hindi-Urdu fiction. The course introduces students to his oeuvre as it emerged in a period of heightened nationalist consciousness and anti-colonial activism. Course credit exclusion: None. Note: Knowledge of Hindi and/or Urdu is not required. All readings are available in English translations. Students with advanced knowledge of Hindi and/or Urdu are encouraged to read the original text.

### **FA/FILM 3610A 3.0 Studies in National Cinemas: Border Narratives in Chinese Cinemas**

Course Director: Prof. Young

This course invites a critical consideration of film as (auto) ethnography by focusing on the 'New Wave' cinemas of the three Chinas - The People's Republic of China, Taiwan, and Hong Kong. In the course title I have called these films "border narratives" for, in their scrutiny of normative cultures, these films represent a critical ontology, existing on the borders and at the cusps -- between generations, classes, and political systems -- equally unsure of revolution as they are of tradition.

Students interested in discourses on 'exile' may find their concerns explored in the cultural theories in the course.

**Prerequisite:** FA/FILM 1400 6.0 or permission of the course director.

### **\*\*AS/POR 3650 3.0 Aspects of Modern Brazil**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: M. Dodman

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

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

### **\*\*AS/POR 3660 3.0 Readings in Mozambican Literature**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: T.B.A.

This course focuses on the significance of the Mozambican short-story in defining a national literary tradition. It is based on historically and socially contextualized readings of Mozambican short stories. Course credit exclusions: None. Note: Students are given the option of writing their essays in Portuguese or in English.

### **\*AK/HUMA 3660 3.0/6.0 African Canadian Voices**

Course Director: T.B.A.

This course introduces study of Black Canada through a range of literary and other works. The approach will be to consider the complex history of African Canadians in this nation, and to provide a variety of paradigms, notably nationalist and diasporic, to think through their concerns and contributions.

**Cross-listed to:** AK/EN 3950 3.0/6.0

**\* NOT OFFERED IN 2007-2008**

## **AS/HUMA 3664 3.0 (Fall) Caribbean Traditional Culture**

Course Director: G. Butler

This course introduces students to traditional oral cultures of the African-Caribbean diaspora. Adapting an ethnographic perspective, it focuses on the culture's African origins, its evolution in the Caribbean nations, and its subsequent transplantation to urban contexts such as Toronto.

This course will examine traditional African-Caribbean oral literature and culture from a number of perspectives. First, a diachronic approach will examine many of the historical African antecedents of Caribbean verbal art and trace their development over time in the New World context. Second, a synchronic approach will analyze contemporary oral tradition as a form of artistic expression wherein the societies' values and world views are expressed. A functional perspective will demonstrate, through the use of ethnographic primary data (involving an examination of the practice of obeah, anansi tales, Big Boy stories, supernatural legends and beliefs, and other typical African-Caribbean genres), the relationships which link the oral tradition to everyday social life. Finally, the course will examine the process of cultural adaptation and retention and the ongoing role of traditional culture in the lives of the transplanted African-Caribbean community in Toronto.

## **AS/HUMA 3816 3.0 (Winter) Religion, Culture and Identity in the Balkans**

Course Director: A. Buturovic

The course explores the intersections between religion, culture, and identity in the Balkans. It offers an interdisciplinary examination of this complex religious and ethnic mosaic through a wide range of sources. It also assesses its image in Europe and beyond.

Since the early 20th century, the geographic term "Balkan" applied to the mountain range stretching through South-East Europe has become a metaphor for violent fragmentation, reversion to chaos and disorder, and return to barbarism. Terms such as "balkanization," "Balkan ghosts," "Balkan hatreds," have gained currency in both popular and political discourse. Yet the Balkans are also a historical reality composed of complex experiences of religious and ethnic diversity and a centuries-long coexistence and interaction among Orthodox, Catholic and other Christians, Muslims and Jews. The goal of this course is to examine the multiplicity of these experiences, including isolated, interactive, and violent ones. The emphasis is especially placed on the intersections between religion, culture, and identity: what they are, how they are shaped and reshaped, under what circumstances, and with what modes of production. The course engages in an interdisciplinary examination of the Balkans as a complex religious and ethnic mosaic by focusing on a wide range of sources: literary, historical, ethnographic,

journalistic, travel, etc. This enables the students to understand better the ways in which different Balkan religious cultures have historically coexisted and interacted, investigate the factors that have periodically led them to outbreaks of conflict and violence, and assess the reasons for the negative representation of the Balkans in the rest of Europe.

**\*\*AS/GEO 4020 3.0 The Caribbean Islands since 1492**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: T.B.A.

This course considers changes in the public perception of the regional character of the Caribbean Islands through five centuries, and then examines the evidence and methods that can be used to assess regional change – both “real” and “imagined”. Prerequisite: 54 credits successfully completed including AS/GEOG 1400 6.00, AS/GEOG 1000 6.00 or AS/GEOG 1410 6.00. AS/GEOG 2020 6.00 is recommended. Course credit exclusions: None. Note: Weekly reflections posted to Webct.

**\*\*AS/ANTH 4180 6.0 ANTHROPOLOGY, ISLAM AND MUSLIM SOCIETIES**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: Z. Hirji

This course takes a distinctively anthropological approach to the study of “Islam” and “Muslim societies”. By comparing and contrasting a range of ethnographic texts (both written and audio-visual), according to a series of cross-cutting anthropological themes including the body, relatedness, space and landscape, ritual and performance, social agency, history, memory and representation, students are asked to consider the extent to which there are underlying continuities between Muslim expressions of Islam in different socio-cultural contexts, and the manner in which one can speak of Islam as an “entity” or “unity”. The course also aims to familiarize students with the key debates anthropologists have had in their descriptions and analyses of Islam and Muslim Societies and will link these to debates within anthropological theories of culture and society, more generally. Through the design and execution of a small fieldwork project, the course will also enable students to identify and engage with challenges associated with the ethnographic study and anthropological analysis of “religious” groups in the contemporary world, and have an opportunity to develop their research and analytical skills.



## **AS/EN 4231 3.0 Studies in Post-Colonial Literature: Derek Walcott**

*(Formerly AS/EN 4230D 3.0)*

Course Director: TBA

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](http://www.arts.yorku.ca/english).

**Course Credit Exclusion:** AS/EN 4230D 3.0.

## **AS/ANTH 4250 6.0 Religious Movements in Global Perspective**

Course Director: T.B.A.

The global worldview remains dominated by the idea of the "nation-state", to which all other social relations, communities and organisations are seen as peripheral. An alternative approach would be to take world religious formations as central, and to assess their impact on politics and the state. Religious communities are among the world's oldest transnational organisations, and have survived the onslaught of nationalisms, rationalisms, and secularisations. Today, there is a renewed interest in the role of religion in international relations, as the inspiration for social movements and identity politics, in areas from the environment to human rights. Religious networks provide one of the most important forms of global linkage, and in the process of resettlement, religions gain converts from "non-traditional" sources. This course examines some of the adjustments made in such conversions, and also explores in depth some of the characteristics of fundamentalist religious response to the overall process of globalization. What practices and disciplines are considered essential to membership in particular global religious communities and how do these practices and disciplines transform the believer's membership in other communities, such as nations? Who adjudicates when conflicts arise between different forms of belonging, and under what circumstances have religious authorities gained the upper hand in such conflicts? What is "fundamentalism", why is it considered incompatible with "modernity", and when is it not? This course will explore these questions using ethnographic case studies from the major world religions (Islam, Christianity, Hinduism, Buddhism, Judaism).

**Course Credit Exclusion:** AS/ANTH 4200J 6.00 (from Fall/Winter 1997-1998 to Fall/Winter 2001-2002).

## **AS/ANTH 4260 6.0 Social and Cultural Change**

Course Director: M. Blincow

One of the fundamental aims of anthropology is to provide an ethnographic and interpretive or explanatory account of social and cultural change. Historically, there have been numerous attempts to do so through such broad theoretical frameworks as evolutionism, colonialism, modernization, westernization, globalization, and modernity. This seminar will focus on one such framework: theories of "imperialism". Though frequently neglected, the concepts, ideas, and practices of ruling and resistance derived from this tradition of enquiry nevertheless provide critical insights into the forms and dynamics of social and cultural change worldwide during the course of the past several centuries. In particular, the seminar will focus on the fundamental shift that has occurred in the course of the "long 20<sup>th</sup> century" (approximately from the last third of the 19<sup>th</sup> century until the present). During this period, an earlier territorially-based form of imperialism - and the significant social and cultural changes it provoked - reached its apogee, giving way to a newly emergent form of imperialism and its concomitant changes. The seminar will examine this shift in the nature of imperialism during "long 20<sup>th</sup> century" by examining how selected anthropological accounts - and, in particular, ethnographies of social and cultural change - have described and interpreted or explained these changes.

## **AS/SOSC 4310 6.0 Global Communication: Contemporary Issues**

*(Formerly AS/SOSC 4310 3.0 Issues in International Communication: Introduction and AS/SOSC 4311 3.0 Issues in International Communication: Current Topics)*

Course Director: J. Durlak

This course examines various aspect of communication in the global marketplace. Areas of focus include the increasingly transnational nature of media ownership, production and regulation; the emergence of worldwide audiences; and the globalization (and re-localization) of everyday life.

**Course Credit Exclusions:** AS/SOSC 4310 3.0, AS/SOSC 4311 3.0.

## **\*AS/HUMA 4315 6.0 Religion and Politics in Latin America and the Caribbean**

*(Formerly AS/HUMA 4310 6.0 Topics in Religion and Politics in Latin America and the Caribbean)*

Drawing from a variety of disciplinary areas (particularly theology, cultural studies and history, but also anthropology, sociology and political science) this course examines how the Caribbean experience is interpreted in religious discourse and influenced by religious thought and practice.

**Course Credit Exclusion:** AS/HUMA 4310A 6.0.

**\*NOT OFFERED 2007/2008**

**\*AS/HUMA 4415 6.0 Contemporary Japanese Literature, Film and Comics**

*(Formerly 4000G 6.0 Topics in East Asian Cultural History: The Spirit World in Japanese Literature and Culture)*

From Lady Murasaki's 11th century masterpiece *The Tale of Genji* to the medieval Noh theatre to the manga comics and anime films so popular among youth today, Japanese have thrilled to literary and visual portraits of ghosts and goblins, gods and changelings, for more than a thousand years. What psychological, aesthetic, and religious principles do these portraits of the "other world" reveal? To what extent can those patterns be understood as peculiarly "Japanese"? This course addresses these questions through an analysis of a number of ancient and modern texts, including a selection of 20th century novels and films. Comparative examples from other non-western cultures, including those of Africa and native North America, will be introduced where appropriate.

**\*NOT OFFERED 2007/2008**

**AS/SOSC 4510 6.0 African Popular Culture**

*(Formerly AS/SOSC 4990N 6.0 African Studies Seminar: African Popular Culture)*

Course Director: P. Idahosa

This course investigates the multiple dimensions of African popular culture through looking at forms of cultural productivity: music, film, literature, theatre, cartoons, sport, leisure, and aspects of material culture. It also explores ways in which cultural productivity is linked to various social relations, ethnic identities and the politics that have characterized nationalist and post-independence politics in Africa.

**\*\*AS/SP4650 6.0 Literature and Music in Spanish America**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: M. Figueredo

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

**Prerequisite:** AS/SP2200 6.0

## **AREA 2 : DIASPORAS & MIGRATION**

### **AS/POLS 3065 3.0 Political Culture of Race and Racism**

Course Director: T.B.A.

This course analyzes the political, economic and cultural development of "race" and "racism" in political discourse. Attention is given to categories such as "Eurocentric" and "the West". We deal with the historical development of "identity politics" versus "political correctness" debates.

### **& AK/HIST 3240 6.0 The Immigrant Experience in Canada**

Course Director: V. Lindstrom

This course deals with the peopling of Canada from the first European colonies in the seventeenth century to the large-scale immigration following World War II. The changing nature of immigration will be studied as French and British settlement gave way to European movements and more recently to immigration from "Third World" sources. The focus will be on the immigrants' experience as they encountered New World physical, economic and cultural realities. Throughout the tensions between newcomers and settled Canadians will be examined as manifested in immigration policy, nativism, labour conflict, politics and cultural conflict. Finally, the extent to which ethnic tensions have been resolved by a policy of multiculturalism will be addressed.

**Cross-listed to:** AK/SOCI 3240 6.0

**& COURSE LISTED ON DEPARTMENT'S TENTATIVE SCHEDULE. PLEASE CHECK WITH THE DEPARTMENT OF HISTORY, ATKINSON FOR CONFIRMATION OF COURSE AVAILABILITY.**

### **\*AS/ANTH 3250 6.0 China and the Chinese Diaspora**

*(Formerly: AS/ANTH 3000M 3.0)*

This course focuses on selected issues in the culture, economics, politics and international role of today's China, as well as on the identity and experiences of the overseas Chinese (e.g., as in Canada and the Caribbean), to address anthropological theorizing of "diasporas".

**\*NOT OFFERED 2007/2008**

### **\*AS/SOSC 3270 6.0 The Caribbean Experience in Multi-Cultural Canada**

The course starts from the assumption that multiculturalism is an objective of Canadian society today and into the future. It will argue that the Caribbean presence is part of that ideal. The course will examine the socio-historical evidence for this assumption, analyze its ideological bases and potential. Then it will explore the range of implications for personal and social structural adjustments in Canadian society. The principal focus will be citizens of Caribbean cultural heritage.

**\*NOT OFFERED 2007/2008**

### **AK/SOSC 3350 6.0 Ethnic Communities in Canada**

*(Formerly Ethnicity, Power and Identity)*

Course Director: M. Oikawa

The cultures of dominant and minority ethnic groups in Canada; leadership, institutions, evolution of ethnic identity and Canadian policies and experiences regarding immigration and refugees. Special attention to the problems at school and work of recent immigrants in Metropolitan Toronto.

**Cross-listed to:** AK/SOCI 3580 6.0

**Prerequisites:** A 1000-level Social Science course

**& COURSE LISTED ON DEPARTMENT'S TENTATIVE SCHEDULE. PLEASE CHECK WITH THE SCHOOL OF SOCIAL SCIENCE, ATKINSON FOR CONFIRMATION OF COURSE AVAILABILITY.**

### **\*AK/SOSC 3370 6.0 Immigrant Women in Canada**

Examines the historic, socio-economic and cultural situation of immigrant women in Canada; it analyzes the economy, the State and dominant cultural attitudes in terms of gender, class and race. Women's roles are explored mainly in areas of work, family, health, culture and politics.

**Cross-listed to:** AK/SOCI 3370 6.00, AK/AS/GL/WMST 3801 6.0

**Prerequisites:** A 1000-level Social Science course and either a 1000-level Humanities or Modes of Reasoning course.

**Note:** This course is not open to students who have completed AK/WMST 3370 or AK/WMST 3514 6.0.

**\*NOT OFFERED 2007/2008**

## **AS/SOCI 3430 6.0 Ethnicity, Power and Identity**

Course Director: T.B.A.

This course introduces students to sociological approaches to ethnicity, racialization and identity, and selected instances of political mobilization. Readings and discussion will emphasize the intersections of ethnicity, racialization, gender, class and legal status. Students will use various kinds of data and research methods to analyze the experiences of a particular ethnic group in Canada. The course focuses on the Canadian case of settler colonization and immigration to situate the analysis, but material from other contexts may also be used. The course begins with an overview of sociological approaches to ethnicity, ethno-racial stratification, immigrant incorporation, ethnic persistence and change, and identity. This is followed by discussions of institutions and practices implicated in the construction, reproduction and transformation of ethnicity. Students will discuss how ethnicity is defined in the Census, and learn to produce basic tabulations and analyze data on selected ethnic groups. The final part of the course turns to the political mobilization of immigrants and ethnic and racialized minorities, including non-electoral activities, ethnic organizations, and homeland-oriented politics. Additional topics may include environmental racism and environmental justice movements; race, ethnicity and space; and second-generation identities and socioeconomic trajectories.

**Course Credit Exclusion:** AS/SOCI 3430 6.0.

## **\*\*AS/EN 3442 6.0 Studies in Post-Colonial Literature: Diaspora Literatures in English**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: V. Alston

This course interprets diaspora broadly and addresses recent poetry, fiction and non-fiction prose written by migrant minorities (especially new immigrants who form visible minorities) and national minorities (such as the African and Asian diasporas and indigenous/ tribal cultures) in Britain, Canada, the USA, Australia and New Zealand. We will seek to understand what it means to live in diaspora. Can we think of diaspora in terms of border-crossings, or does living diaspora mean that we continuously inhabit borderzones? How is diaspora a useful concept for understanding the political, geographical, and cultural displacements of indigenous or aboriginal peoples by colonial and post-colonial nation-state formations? In addition to required readings by indigenous writers, we will view the film *Rabbit-Proof Fence*. Finally, how do transnational writers representing multiple diasporas complicate nationalist notions of belonging? This course fully integrates writing and critical thinking as a means of learning content. A significant number of the authors we read in the course are women. The texts not only present experiences and ideas in cultural context, they also assist the

reader in learning more about her/his own reader position in relation to the issues and experiences treated therein.

### **AS/SOCI 3450 6.0 The Sociology of 'Race' and Racism**

Course Director: A. Gosine

This course will explore the construction, work and ambitions of 'race' and racism. Postcolonial analytical strategies will be emphasized, particularly studies of representation (Hall). Attention will be given to the collaborated production of 'race' with gender, sexuality and class.

In each lecture, students will be challenged to examine how presented cultural texts (film/video, art, policy papers, newspaper images/reports) speak about 'race'-racism, and over the course of the year, they will submit four short reflection papers (4-5 pages each) which capture this critical analysis.

In the first term, lectures will consider how the Canadian state and notions of Canada/Canadian-ness are informed by and reproduce 'race'-racism, especially by ideas of white/ness. Special topic lectures in the second term will raise questions about the constitution of 'race' and production of racism in various contexts (France, UK, and the Caribbean) and focus on themes including: global environmental politics, 'race' comedy/satire and dissident sexualities.

### **AK/POLS 3620 6.0 Racism and Colonialism**

Course Director: M. Goodman

Colonialism and racial conflict examined in historical and comparative perspective, including a discussion of links between racism and sexism. Examples are drawn from some of these areas: Africa, Asia, Latin America and the Caribbean, the Middle East.

**Cross-listed to:** AK/SOCI 3620 6.0.

**Prerequisite:** A 1000-level course in Social Science.

**Note:** Not open to student who have taken or are taking AK/SOCI 3620 6.0 or who have taken AK/SOCI 2580 6.0.

### **\*AK/HIST 3940 6.0 Global Migration and Diaspora Cultures**

Migration and diasporic cultures examined in historical and comparative perspective, including patterns of forced displacement and migrant labour, and issues of citizenship, racism, religious and ethnic identity. Cases may include Jews, Africans, South and East Africans, Irish, Italians, and Caribbean peoples.

**Cross-listed to:** AK/SOCI 3610 6.00

**Note:** This course is not open to students who have taken or are taking AK/SOCI 3610 6.0

**\*NOT OFFERED 2007/2008**

**AS/GEOG 4170 3.0 Geographical Perspectives on Immigration, Ethnicity, and Race in Modern Cities**

Course Director: T.B.A.

This course is divided into two major sections. In the first section we discuss a number of background issues and then focus on the settlement patterns of immigrants in major urban centres and immigrant experiences in local labour and housing markets. Topics include international population movements, Canadian immigration policies and trends, models of the spatial distribution of ethnic groups, immigrants in labour markets, ethnic entrepreneurship, the measurement of ethnic residential segregation, ethnic housing segmentation, and the reasons for and consequences of segregation. In the second section we consider a number of case examples that exemplify the varied experiences of ethnic and racial groups in modern cities. The focus is primarily on immigrant flows in the post World War Two period. Examples are drawn from a variety of cities and cultural contexts but particular stress is placed on the Canadian experience and especially immigrant settlement in the Toronto area.

**Prerequisite:** 84 credits passed, including AS/GEOG 1000 6.0 or AS/GEOG 1410 6.0 or AK/GEOG 2500 6.0 or written permission of the Course Director. Third year Honours students with thirteen completed full-course equivalents who are also taking summer courses may enrol.

**\*\*AS/SOCI 4230.6.0 Sociology of Ethnic Groups: Indo-Caribbean in Canada**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: A. Gosine

This course examines negotiations about culture, politics and social organization that stem from the shared experience of migration between members of racialized groups and/or ethnic communities. Through consideration of texts by and about Indo-Caribbean peoples, this course engages post-colonial theory to explore questions about belonging/exclusion, social justice and the production of culture. In their major essay, students will investigate the constitution of “Indo-Caribbean-ness” or Indo-Caribbean identity(ies) in Canada, paying particular attention to how discourses of ‘race’, gender and sexuality are mediated in their production.



### **\*AS/SOCI 4350 3.0 International Migration**

This course will examine global patterns of international migration and refugee flows with particular attention to the Americas. The movement of international migrants linking Canada, the Caribbean, Central America, Mexico and the United States will be examined in relation to economic and political inequality in the world system, the new international division of labour, state immigration and asylum policies, and personal networks. These themes will be treated from sociological perspectives on globalization and transnational Institutions.

**\*NOT OFFERED IN 2007/2008**

### **AS/SOCI 4360 6.0 Globalization and International Migration**

Course Director: A. Simmons

This course examines the relationship between globalization and international migration. Themes include: why migrants leave home countries, immigration policies and practices in receiving countries, trafficking in migrants, migrants in global cities, migrant networks, transnationalism, and refugee expulsion and return.

Particular attention is given to the clash between two opposing global trends. The first is the increased desire of people to migrate to wealthier and more politically stable nations. The second is the tendency for migrant destination countries to restrict and control more tightly the admission of immigrants and refugees.

Students will learn to critically assess the role of global economic, cultural, political and demographic forces in current migration trends and patterns, as well as the impacts of migration on sending and receiving societies. They will also learn about how international migration affects women and men, the poor, less-developed and more-developed communities, and ethnic and racial minorities.

### **AS/SOCI 4390 3.0 International Migration: Immigration, the State and Transnationalism**

Course Director: L. Wood

This course introduces theoretical perspectives on transnational migration, focusing on immigrant incorporation, citizenship, the host state, relations with the home state/community, and transnationalism. Comparative material from various regions may be used.

## **AS/SOCI 4430 3.0 Canada and Refugees**

Course Director: M. Lanphier

Since the late 1970s, Canada has assisted groups dislocated by political and social upheavals – commonly termed refugee movements – through major governmental policy and institutional resources. We shall explore this involvement and critically analyze processes and outcomes in recent years. We shall give special attention to the area in Canada of greatest concentration of arrivals: Toronto. Major topics include: Overview of the world refugee situation: conditions generating refugee, search for asylum; types of resolutions; Canada's reaction: resettlement, asylum-seeking, major players; Resettlement in Toronto: inclusion and exclusion processes, community and civic participation. Groups of four or five students will formulate a project for presentation and a group paper.

## **\*\*AS/HIST 4830 In Slavery and Freedom: Blacks in the Americas**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: M. Johnson

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

## **AREA 3: ENVIRONMENT**

### **ES/ENVS 2300 6.0 Foundations of Environmental Politics**

*(Formerly ES/ENVS 2300 3.0)*

Course Director: I. Kapoor

This course examines how communities and environments are being dramatically transformed by the globalization of economies and cultures. It analyzes the reasons for this transformation as well as responses to them at local, regional, national and international levels. It explores competing approaches to environmental politics, development and justice that being formulated and put into practice by a variety of governmental, non-governmental and international actors.

**Prerequisites:** Second year standing or by permission from the instructor

### **AS/ANTH 3190 3.0 A (FALL) NUTRITIONAL ANTHROPOLOGY: FOOD AND EATING IN CROSS CULTURAL PERSPECTIVE**

Course Director: P. Van Esterik

Nutritional anthropology, a subfield of medical anthropology, examines the relations between food, culture and biology. Food and eating -- although critical to human survival -- are both culturally constructed. We eat what we learn to categorize as food in culturally appropriate sequences and contexts. In this course, we examine the social and cultural basis of human food systems, beginning with the historical development of nutritional anthropology.

The study of food and eating requires an understanding of the food system from multiple theoretical perspectives. Theoretical perspectives will be selected for examination each time the course is offered. The focus will be on postcolonial theory, and we will examine colonialism and food from a global perspective. We explore how colonialism and neocolonialism affect food availability, quality, and distribution. The course will develop the concept of culinary colonialism and apply it to past and contemporary food practices. In addition to considerations of power and inequality, we examine commensality, the sharing of food, to understand how individuals and groups use their food resources for social, religious, and political ends. The course concludes with a consideration of how and why food patterns are changing nationally and internationally, and how anthropology can be applied to improve food security for individuals and communities.

**Course Credit Exclusion: AS/ANTH 3190 6.0**

**ES/ENVS 3310 3.0 Tropical Conservation and Sustainable Development**  
(Formerly *Environment and Development*)

**Note:** This course will be offered as two separate sections – one in the Fall and one in the Winter

Course Director: H. Daugherty – Fall  
Course Director: T.B.A - Winter

This course is a study of the theory and practice of conservation as applied to sustainable development in tropical environments. Emphasis on the integration of ecological, cultural and institutional dimensions in conservation practice for sustainability.

**Prerequisites:** Third or fourth year standing and completion of 6 credits in Environmental studies or by permission of the instructor.

**ES/ENVS 3340 3.0 Global Environmental Politics**

**Note:** This course will be offered as two separate sections – one in the Fall and one in the Winter

Course Director: P. Penz (Fall)  
Course Director: A. Zalik – (Winter)

The course examines the interrelationship between globalization and environment. It analyzes the historical development of the global environmental system and theoretical approaches to understanding the global environment. It considers the main actors, institutions and legal instruments related to global environmental issues. The environmental impacts of, and political responses to, such phenomena as global warming, trade, structural adjustment, transnational corporate activity, foreign aid, environmental security, and biodiversity depletion are studied.

**Prerequisites:** Third or fourth year standing and completion of 6 credits in Environmental studies or by permission of the instructor.

**& AK/GEOG 3400 6.0 Gender, Population and Migration**  
(Formerly *The Geographical Study of Populations*)

Course Director: T.B.A.

The factors and characteristics of the distribution of populations on the earth, such as birth, fertility and death rates; religion; culture; and the prospects for future Canadian and world population patterns are examined. An emphasis is placed on migration, including the prehistoric populating of the earth, animal populations, the present rural-urban migration and post-war immigration to Toronto.

**Cross-listed to:** AK/SOCI 3400 6.00

**& COURSE LISTED ON DEPARTMENT'S TENTATIVE SCHEDULE. PLEASE CHECK WITH THE DEPARTMENT OF GEOGRAPHY, ATKINSON FOR CONFIRMATION OF COURSE AVAILABILITY.**

**\*AS/SOCI 3710 6.0 Environmental Sociology**  
(Formerly 3090B 6.0)

This course explores sociological approaches to the interaction between humans and their bio-physical environment; the history of ecology and contemporary social ecologies; contending explanations for environmental problems; and the history of environmental movements and organizations.

**\*NOT OFFERED IN 2007/2008**

**AS/SOSC 3730 6.0 Comparative Urban Development**

Course Director: L Drummond

Significant dimensions of urbanization and urban-rural relationships are examined comparatively across major world regions, with emphasis upon Africa, Asia, and Latin America. Students may choose a regional focus for research papers, including North America. Migration patterns, socio-economic structure of cities, values and images of rural and urban life, employment, and planning to meet the needs of growing cities are the principal topics covered.

**\*\*AS/ECON 3800 3.0 Environmental Economics**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: T.B.A.

This course applies economic tools to a number of environmental issues. Topics include externalities, public goods, property rights, market failure and cost-benefit analysis. Special attention is given to analyzing the optimal role for public policy.

**Prerequisite:** AS/ECON 1000 3.0.

**Course Credit Exclusions:** AK/ECON 3340 3.0.

### **ES/ENVS 4111 3.0 Biodiversity**

Course Director: T.B.A.

We do not know the number of species on Earth, even to the nearest order of magnitude. This course discusses the factors that influence the number of species in an area and the importance of biodiversity to humanity.

**Cross-listed to:** SC/BIOL 4255 3.0

**Prerequisite:** Completion of 60 credits towards a degree in Biology or Environmental Science or Environmental Studies, or permission of the instructor.

**Course Credit Exclusion:** SC/BIOL 4255 3.0

### **ES/ENVS 4210 3.0 Global Populations: Critical Environmental Perspectives**

*(Formerly Global Population Issues and Problems)*

Course Director: T.B.A.

The course examines the trends, causes and consequences in population growth and movements across the globe. It studies the environmental impacts of rises in population, global refugee and immigration patterns and their socio-environmental consequences, and the influence of new im-migrants and 'diasporas' on national identity and culture. Case studies explore existing and alternative family planning policies, the enhancement of women's status through educational, health and employment strategies, and immigration and multicultural policies in developed and developing countries.

**Prerequisites:** Third or Fourth year standing and completion of six credits in Environmental Studies or by permission of the instructor.

### **ES/ENVS 4220 3.0 Urbanization in Developing Countries**

Course Director: T.B.A.

The key issues of cities in the Third World are addressed, including squatter settlements, rural-urban migration, urban agriculture, housing, urban transport, basic services (water, sanitation, waste management, health and education), urban governance, socio-cultural diversity, and urban environmental planning. Case studies demonstrate public policies and their link to socio-economic, cultural and environmental issues.

**Prerequisites:** Third or fourth year standing and completion of 6 credits in Environmental Studies or by permission of the instructor.

### **\*AS/ANTH 4240 3.0 Global Environments, Livelihoods, and Social Justice**

This course provides an anthropological perspective on the cultural politics of environment and development. The environment has become a contested and violent site and is increasingly part of mainstream political discussions all over the globe: the depletion of the ozone layer, or of the rainforest in the Americas, or land rights of indigenous communities in Asia and the Americas, or the conflict over resource extraction in Africa. It is therefore critical that the role of cultural practices, identities, meanings, and representations in environmental struggles be thoroughly analyzed. The course will examine these issues through an anthropological lens and with the help of ethnographic examples (from places such as; Nigeria, Zimbabwe, India, Indonesia, Brazil, and Canada) explore material as well as symbolic contestations that shape the politics of environment and development that affect the livelihoods of marginal peoples across the globe. Drawing from theoretical perspectives ranging from postcolonial, Marxist, feminist, and post-structural frameworks, the course covers topics such as feminist political ecology, environmental racism, colonialism and development, violence and environment, environment and human rights, urban environments, and social movements.

**\*NOT OFFERED 2007/2008**

### **\*AS/HIST 4240 6.0 Human Economy and Natural Environment in Preindustrial Europe**

How did earlier western cultures interact with their natural environments? Was Europe's historic economic advancement and hegemony derived from some prior change in ways Europeans understood and dealt with nature?

This course explores interactions between Europeans and their environment in the context of economic development and daily life from the end of the Roman empire to the eighteenth century. During this time Europe went from feeble barbarism to the start of the world's first industrialization.

Economic history is a well-developed branch of the discipline. Students will become familiar with methods and findings of recent scholarship. Economic institutions, the material culture of daily life, and long-term economic change together frame both the historic encounter of humans and nature and our historical enquiry into it.

Environmental history is a younger field. Most systematic thinking has hitherto focused on the two most recent centuries of modern industrialism and remained essentially ignorant of earlier conditions. We examine some programmatic works to guide our topical studies through the rest of the year. Especially important is an ecological model of mutual interaction among natural relationships, perception of human needs, and efforts to satisfy human material wants.

Most of the course uses readings and discussions to investigate several successive thematic areas. Likely topics may include: cultural grounds for western thought and behaviour towards the natural world (with present-day debates over the roles of Christianity, the Renaissance, and mechanical technology in allegedly separating western humanity from nature); the history of climate; nutrition, disease, and human populations; cereal agriculture as a force shaping Preindustrial landscapes; use of wild and domesticated animals for food and fibre and its impact on natural ecosystems and human social relations; woodland ecosystems and human use; requirements and environmental implications of preindustrial energy systems; water, wetlands and aquatic resources.

Students with successful prior university experience in one or more of ancient, medieval or early modern European history; environmental or economic history (of any period or region); or ecological science will be welcomed as space allows. Students without appropriate background will not. Talk to the professor about permission to enrol.

Students are expected to read extensively (almost all in historical scholarship and commonly well more than 100 pages per week) and to join fully in class discussion of the readings. Students who can read European languages will be able to use this skill if they desire. Individuals are frequently assigned oral presentations.

**\*NOT OFFERED 2007-2008**

### **ES/ENVS 4312 3.0 Global Justice and Humanitarian Internationalism**

*(Formerly ES/ENVS 4311 3.0 Global Justice and Environment)*

Course Director: P. Penz

In the context of international humanitarianism and advocacy, this course provides a general introduction to international justice, drawing on basic philosophical ethics. It begins with theoretical schools of thought to then enable students to apply ethical analysis to particular controversies.

**Cross-listed to:** AS/POLS 4212 3.0 and integrated course ES/ENVS 5068

**Prerequisites:** ENVS 3000 3.0, or any 2nd or 3rd year AS/POLS course dealing with global peace or social justice, or by permission of the instructor.

### **\*AS/GEOG 4370 3.0 The Geography of Third World Development**

Third World countries face numerous problems of an environmental or spatial kind in their effort to develop. These include: conflicts over scarce resources and high potential land; transportation and trade difficulties; traditional patterns of land tenure and production inconsistent with national goals for development; problems of rural and urban job creation, especially in the informal sector; and widening disparities in rural and urban living standards. This course examines such problems from the perspective



of economic geography. Consideration of the role of development theories and their practical and their practical applications to selected Third World countries, especially in Africa, South East Asia and the Pacific, is an important part of the course.

**Prerequisites:** 54 credits passed, including one of AS/GEOG 1000 6.0 or AS/SC/GEOG 1400 6.0 or AK/GEOG 2510 6.0 or AS/GEOG 1410 6.0 or AK/GEOG 2500 6.0 or written permission of the Course Director.

**\* NOT OFFERED 2007-2008**

### **\*AS/HIST 4500 6.0 Canadian Environmental History**

Environmental History, according to one of its leading practitioners, "deals with the role and place of nature in human life. It studies all the interactions that societies in the past have had with the nonhuman world, the world that we have not in any primary sense created." This seminar will study the dynamic interrelationships between these two contested concepts - culture and nature - in a Canadian setting from the European contact to the present.

Environmental History is a relatively new and undeveloped field in Canada. A good deal has been written on the topic but it is scattered, and the one compendium of readings on the subject, Consuming Canada: Readings in Environmental History, is out of print. On the other hand Environmental History it is a well established field in the United States, Latin America and Europe. The seminar will be organized in such a way that we will read several of the classics in the literature to help orient us as we attempt to understand and compare the widely dispersed Canadian material.

**\*NOT OFFERED 2007/2008**

## **AREA 4: GENDER**

### **\*AS/SOSC 2791 6.0 Gender and Culture in Comparative Perspective**

*(Formerly AS/SOSC 2990L)*

This course has three inter-related objectives. The first is to understand the cultural ramifications of gender. The second is to locate gender issues in methodological and theoretical frameworks. The third is to explore particular empirical realms of gender manifestation as these occur in Africa, and in South and East Asia. The works explored in the African context reveal the deep gender inequalities that subvert democratic development. Such inequalities are encoded, for example, in language music, the law, customs and occupational stereotypes. The works explored in the South Asian context attest to the problematic of gender issues where women are separated from direct family influences. The readings, which address the Islamic world, look at research, which shows cultural, political and religious manifestations of women's issues in the 21<sup>st</sup> century. Finally, we learn of the striking resilience of women and the implicit hierarchies of values that shape gender in cross-cultural contexts.

**\*NOT OFFERED 2007/2008**

### **\*AS/ANTH 3010E 6.0 Gender, Place and the Cultural Politics of Development**

This course examines the cultural politics of place and gendered relations of development. Case studies from Asia, Africa, Latin America and Canada will be discussed to explore the impact of development interventions on environment, indigenous populations and women.

**\*NOT OFFERED 2007/2008**

### **AS/ANTH 3120 6.0 Anthropology of Tourism**

Course Director: T. Holmes

Disneyland and Las Vegas, Yosemite National Park and East African safari parks, the Royal Ontario and Mayan ruins in Belize. Why are such varied places major sites in the western tourist imagination? What exactly are modern tourists looking for as they travel "into the heart of Africa" or up the Sepik River of New Guinea, and what effect does the presence of these guests have on the host societies? What is the allure of "sun, sex, sea, and sand" and who are the people who consume these sights? How is international tourism changing in the early twenty-first century and what are the implications of these changes for local cultures throughout the world? These are just

some of the questions and issues that we will be addressing in this course. In the fall term we will be considering approaches taken by social scientists to the study of 'The Tourist' in an attempt to understand some of the reasons behind the desire to travel and/or sightsee. First we will be considering the cultural construction of meaning through modern tourist practice - focusing on theories of authenticity and the "tourist gaze." In the latter part of the term we will be looking at recent theories of the 'postmodern' tourist that examine commodification and desire as central to late 20c and early 21c tourist practice. In the winter term we will shift to a consideration of the tourist site, looking at what happens when we travel. In this section of the course we will consider the global inequalities that underlie tourism, the impact of tourism on expressive culture, sex tourism in Southeast Asia, the issue of alternative tourism, and the problem of 'nature' in tourist practice. We will also be considering recent interest in the role of tourism in the construction of politically and economically salient forms of local identity.

**Course Credit Exclusion:** AS/ANTH 3010B.06)

## **AS/ANTH 3220 6.0 GREED, GLOBALIZATION AND THE GIFT**

Course Director: A. Schrauwers

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

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

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

## **\*AS/ANTH 3230 6.0 Women, Culture and Society**

In this course, we trace the anthropological study of women's lives from a history of androcentric bias, to the emergence of the "anthropology of women" in the 1970s, to contemporary feminist anthropology. Drawing on ethnographic examples from around the world, we explore topics relevant to women's lives, such as: health and reproduction, marriage and the family, globalization and women's work, women's agency and activism, as well as theoretical and methodological issues in contemporary feminist anthropology.

**Cross-listed to:** AS/SOSC 3180 6.0

**NOT OFFERED 2007-2008**

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

Course Director: V. Agnew

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 feminist 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.

**\*AK/AS/GL/WMST 3502 6.0 Diversities of Women: Gender, Race and Class in a Western Context**

This course examines gender, race/ethnicity and class as interacting social structures and lived experiences within a Western context. It reviews theories about how to understand these phenomena as well as issues affecting aboriginal, visible minority working-class, and lesbian women's lives.

**Cross-listed to:** GL/SOSC 3602 6.0

**Course Credit exclusions:** AK/WMST3020 6.0, AS/SOSC3190B 6.0.

**\*NOT OFFERED 2007/2008**

**AK/AS/GL/WMST 3503 6.0 (A) Contemporary Global Feminist Issues**

Course Director: W. Giles

The study of global feminist issues emerged from the field of development studies. The concept of development has often implied that poor regions of the world need help to 'catch up' with the superior civilizations in the wealthier regions of the world and has been imbued with a linear model based on capitalist patriarchal assumptions. We critique that approach in this course and turn instead to a more historical framework that encompasses a study of the effects of colonialism/post colonialism and globalization in a post 9/11 world. We now understand that looking at women globally means finding our commonalities, as well as understanding and respecting differences. This course studies women's life experiences in comparative perspective and through national and international case studies, examining what is shared and what differs between women in industrialized countries such as Canada and women in other parts of the globe. Global feminist issues include subjects! such as the globalization of the economy, culture and society, poverty, racism, violence against women, health, education, citizenship, the gender relations of militarization and nationalism, ethnicity, migration, refugee issues, the role of feminist activism and the potential of transversal and transnational feminist politics in challenging globalization, war and in rebuilding civil society.

**Cross-listed-to:** GL/ILST 3665 6.0, GL/SOCI 3665 6.0 and GL/SOSC 3665 6.0.

**Prerequisite:** Students should have completed at least one 1000- or 2000-level Women's Studies course (in any department) before taking this course.

**Course Credit Exclusions:** AK/WMST3010 6.0, GL/WMST3665E 6.0.

## **AK/AS/GL/WMST 3503 6.0 (B) Femmes et Mondialisation**

Course Director: G. Mianda

Ce cours porte sur la situation des femmes dans un contexte de mondialisation. Il traite de l'impact de la colonisation, de la modernisation sur les conditions de vie des femmes et analyse leur capacité à s'auto-organiser économiquement et politiquement.

**Cross-listed to:** AK/WMST 3503 6.0, AS/WMST 3503 6.0, GL/ILST 3665 6.0, GL/SOCI 3665 6.0, GL/SOSC 3665 6.0 or GL/WMST 3503 6.0.

## **AS/SOSC 3543 6.0 Introduction to Gender and Development**

Course Director: T.B.A.

This course introduces students to the history, theory and practice of “Gender and Development” as an aspect both of the enterprise of Third World development, and of the conceptual and applied fields of feminist studies. The goal is to prepare students for advanced study in the field of international development, as well as provide insights into development work as a career option. We examine the emergence and maturing of a stream within development thinking and practice that focuses on the specific role of women, and on the importance of gender analysis, for successful development. We also explore the ways in which development aid, and the increasing prioritization of women in development, defined the terms of political debate and of government action – both progressive and reactionary – in many Third World countries. Under the initial rubric of Women and Development (WAD), women were “added on” to development thinking in the early 1970s; by the late 1970s a more integrated approach emerged, under the name of Women In Development (WID). In the 1980s, as Third World activists and aid workers themselves critiqued partial Western approaches, the term Gender and Development was adopted, with its more inclusive focus on the collaboration of women and men for the betterment of society. The most significant trend of the turn of the century has been the shift of GAD’s centre of gravity from the West to the Third World, a change made possible by the increasingly coherent action, critique and scholarship amongst development practitioners, academics and activists from every region of the south.

### **\*\*AK/AS/GL WMST 3545 6.0 Culture Engendered**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: T.B.A.

In this course, students become familiar with feminist interdisciplinary frameworks for the study of gender and culture. Feminist analysis has often pointed to the central role of culture in constructing gender, and of gender in constructing culture.

### **AS/SOCI 3690 6.0 Sociology of Gender**

Course Director: T.B.A.

This course analyzes economic, social, cultural and political aspects of gender formation in a comparative context and in Canada. Emphasis is on the different ways in which femininity and masculinity are constituted in interaction with race, class and other factors.

### **\*AS/HIST 4083 3.0A Urban Identities: Historical Perspectives on Race, Ethnicity, Gender and Class in Canadian and American Cities**

A consideration of the historical and spatial construction of racial, ethnic, gender and class identities, and the relationships among them, in the broader context of urban development in Canada and the United States in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Emphasis is on the urban nature of these identities and the production of communities along these lines. Selected topics range from riots to suburbs to AIDS.

**Cross-listed:** to AS/GEOG 4090 3.0A

**Prerequisite:** AS/GEOG 3120 6.0 or AS/GEOG 4040 6.0 or AS/GEOG 4170 3.0 or AS/HIST 1000A 6.0 or AS/SOCI 3830 6.0 or AS/SOCI 4055 6.0 or AS/SOSC 2710 6.0 or AS/SOSC 3709 3.0 or written permission of the Course instructor.

**\*NOT OFFERED IN 2007/2008**

### **\*AS/SOSC 4170 6.0 Gender Relations in the Third World**

This course seeks to illuminate the nature of gender relations and the position of women in the Third World. The aim is to engender useful comparisons between regions while avoiding an essentializing homogeneous treatment of "Third World Women." Africa

provides the primary theoretical focus; Latin America, the Caribbean and South Asia provide comparative perspectives. (Students are free to write their papers on other Third World regions). The course relies on several fertile and controversial realms of theory, research and debate that bear upon Third World gender relations. First, political theories of pre-capitalist, colonial and neocolonial states provide a necessary framework for understanding the transformation of Third World societies in the contemporary era. Second, there is a recent tradition of feminist political science, anthropology and history that provides a rich analysis of the concrete and specific circumstances of gender relations in different countries and regions. This research amends gender-blind political economy and furnishes the tools for mainstreaming gender analysis in the study of Third World societies. Third, the understanding of gender relations and women's position in the Third World is currently framed by a debate about the existence and nature of "intellectual colonialism" within the global feminist movement. Oppositional feminisms that have recently arisen in the Third World face hegemonic ideas across a spectrum of theory and practice, from the sometimes problematic stances of postmodernist feminist theory, to the culturally specific positions of identity politics, to the prescriptions and descriptions of "Gender and Development" analysis.

There are two key pedagogical purposes of the course, that frame its substantive inquiry: first, it aims to develop skills in constructive critique of bodies of literature; and second, it intends to build an ability to extract empirical and theoretical insights from non-feminist or descriptive texts in order to build a feminist analysis of Third World gender relations.

**\*NOT OFFERED IN 2007/2008**

### **EN/ENVS 4320 3.0 (Winter) Gender and Development**

Course Director: T.B.A.

The course presents an overview of gender and development analysis as a framework for considering the role of women in third world development. Consideration of theories and concepts leads to case studies illustrating issues and practices.

**Prerequisite:** Fourth year standing or permission of the instructor.

### **AS/ECON 4360 3.0 Economics of Gender**

Course Director: B. Esteve-Volart

This course develops the main economic theories of discrimination, intra-household allocations of resources, family economics, and other features such as marital transfers. The course examines empirical evidence from developed and developing countries, that draws from economics papers that have some sort of econometric methodology.



**Prerequisite:** AS/ECON 1000 3.0/1010 3.0, AS/ECON 3210 3.0 or equivalent.  
**Recommended Completion:** AS/ECON 4210 3.0.

**AS/HUMA 4421 6.0A Feminine in Chinese Culture**  
(Formerly AS/HUMA 3940 6.0)

Course Director: J. Judge

This aim of this course is to get beyond the image of Chinese women as crippled and oppressed victims with bound feet and little agency. We explore the complexity of foundational Confucian, Daoist, and Buddhist gender ideas. We also examine the range of women's domestic, religious, and cultural roles from the ancient period through the early 20<sup>th</sup> century as, for example, dutiful Confucian wives, pious Buddhist practitioners, and talented courtesans.

**Course Credit Exclusion:** AS/HUMA 3940 3.0 or AS/HUMA 3940 6.0.

**\*AS/SOCI 4450 6.0 Women in Development**

This course critically explores the notion of "Women in Development" in its different meanings in terms of politics, economy and culture.

The first part of the course examines the idea of "development" both as an analytical concept and a socio-economic and political situation in a national and global context. In doing this, we will also look at culture and the roles it plays in the civil society.

The second part concentrates on locating women as agents and subjects within the general framework of "development" and in assessing their mutual relations. It examines "gender" in relation of globalization, nationalism, class and 'race'/caste.

**\* NOT OFFERED IN 2007-2008**

**AK/AS/GL/WMST 4506 3.0 Colonialisms and Women's History**

Course Director: B. Bradbury

This course draws on recent feminist studies to examine the history of the relations of race, gender and sexuality forged in selected contexts of European occupation and conquest and on the related re-shaping of Western understandings of race, class and gender.

**Cross-listed to:** GL/HIST 4606 3.0.

## **AK/AS/GL/WMST 4512 6.0 Gender and the Law: An International Perspective**

*(Formerly WMST 3512 6.0)*

This course takes a comparative look at gender within the context of legal systems. The focus is primarily on common law jurisdictions that have their historical roots in Britain. Topics such as marriage, divorce, abortion, sexual assault, sexual harassment, pay equality and pornography are examined both from a Canadian and international perspective in countries such as Australia, India, Ireland and the United States.

The comparative approach used in the course not only helps students understand gender inequity issues in Canada, but will allow students an opportunity to explore other solutions to the social issues facing Canadians. It is also an opportunity for students from other countries, or with specific ethnic or cultural backgrounds or interests, to explore these in their own research projects.

**\* NOT OFFERED IN 2007-2008**

## **AS/HIST 4765 6.0 Re-Thinking Gender in East Asian History**

Course Director: J. Kim

While the rise of women's history and feminist theory in the 1960s and 1970s fostered re-evaluations of social and cultural history in the West, such progressions have been comparatively modest in East Asia. To introduce one of the larger challenges in current East Asian historiography, this course will review the roles of women in pre-modern societies and gauge the ways in which gender roles were influenced, or not, by modernization. Historical studies of East Asian women will be analyzed in conjunction with Western feminist theory to encourage new methods of rethinking patriarchy within the East Asian context.

This course examines changes in social and family structures and gender roles in China, Korea and Japan, before and after modernization. It focuses mainly on women: their places in the family and in society, their relationships with one another and men and the evolution of ideas about gender and sexuality throughout East Asia's rich and complicated past. This seminar in no way attempts to cover the histories of China, Korea and Japan in depth. Rather, we will take points of social, political and ideological transition and examine their relations to social and familial change as well as with evolving gender roles. Interdisciplinary and inter-regional approaches are emphasized.

## **AREA 5: POLITICAL ECONOMY**

### **AS/SOSC 1520 9.0 Markets and Democracy: The Development of Industrial Society**

Course Director: J. Hutcheson

Adam Smith's Wealth of Nations proposes that the best route to prosperity is to allow individual self-interest and market forces to operate freely. Smith's "market model" perspective remains powerful in the new global economy in which we now live. Yet from the beginnings of industrial society, Smith's model has been challenged by a wide range of social movements and distinctive national patterns of development. Social and national conflicts continue to shape the prospects for the future of the liberal democratic nations, which are at the centre of the new global economy.

### **AS/ANTH 2100 6.0 One World, Many Peoples**

Course Director: T. B.A.

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.

**\*\*AS/GEOG 2070 3.0 Empire**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director T.B.A.

This course explores the geography, ideology, expansion and representation of empire, colonialism, settlers and colonized. The historical-geographical perspective will highlight the importance of space and place as mechanisms of control and domination, at multiple scales.

**\*\*AS/SOSC 3040 6.0 Corporate Social Responsibility**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: T.B.A.

This course investigates the theory and practice of Corporate Social Responsibility programs, including the normative and social science analysis of particular issues and practices, as well as their role in regulation and legitimation in larger political economy regimes.

**AS/SOSC 3101 3.0 Health and Development in the Third World**

*(Formerly AS/SOSC 3112 6.0 Health and Society in the Third World)*

Course Director: J. Llambias-Wolff

This course explores health issues in the Third World, including the relationships between these health issues and the political economy of development. Particular attention is given the study of the comparative health systems in Africa, Asia and Latin America.

**Course Credit Exclusion:** AS/SOSC 3112 6.0

### **AS/SOSC 3102 3.0 Health Policies and Practices in the Third World**

*(Formerly AS/SOSC 3112 6.0 Health and Society in the Third World)*

Course Director J. Llambias-Wolff

This course explores the burden of diseases in the Third World, health transitions, health policies and practices, as well as changes, reforms and alternative practices.

**Course Credit Exclusion:** AS/SOSC 3112 6.0

### **AS/GEOG 3130 3.0 The Global Economy**

Course Director: T.B.A.

The world economy has evolved in three main phases marked by the globalization of trade, then investment, and more recently, production. The course will begin by tracing the evolution of this sequence, and its geography. The course will then focus on contemporary world economy, and in particular the following elements: patterns of world trade and trading organizations; multi-national corporations; direct foreign investment; transfer of technology; patterns of consumption international labour flows; international division of labour. It will conclude by examining local-global conflicts.

**Prerequisite:** 24 credits successfully completed.

**Course Credit Exclusion:** AS/GEOG 3390N 3.0.

### **AS/ECON 3150 3.0 International Trade I**

Course Director: T.B.A.

This course provides an introduction to the classical and neoclassical theories of international specialization as well as to the new trade theory of imperfect markets and industry trade. These theories are applied to the analysis of the gains from and the pattern of trade, income distribution effects, international factor movements, growth and international transfers and issues concerning trade and industrial policy.

**Prerequisite:** AS/ECON 1000 3.0 or equivalent.

**Course Credit Exclusion:** AK/ECON 3570 3.0

## **AS/ANTH 3220 6.0 Greed, Globalization and the Gift: The Culture of Capitalism**

*(Formerly Greed, Globalization and the Gift: New Perspectives in Economic Anthropology)*

Course Director: A. Schrawers

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

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

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

## **AS/SOSC 3240 3.0 Labour and Globalisation I: North American Perspectives**

Course Director: C. Lipsig-Mummé

This course looks at the post-war assumptions governing the limits and possibilities of trade union action in mature welfare states. It moves to looking at labour in English Canada and Quebec, the U.S. and Mexico, pre and during NAFTA.

**Course Credit Exclusion:** AS/SOSC 3240 6.0.

## **AS/SOSC 3241 3.0 Labour and Globalization II: Comparative Perspectives**

Course Director: C. Lipsig-Mummé

The internationalization of capital, intensified and made more complex since the 1980s, has changed the environment for labour action. After a decade of declining representativity in most developed countries, trade union movements are seeking new structures, new alliances, new strategies for action, and are experimenting with new ways to reach the next working class.

This half-course, following on Labour and Globalization I: North American Perspectives but free-standing, focuses on the changed environment for labour action and the search for new sources of trade union authority and power in the European Community, Russia, Australia, Latin America and Africa. The course also discusses new strategies for the international regulation of capital, the changing role of international labour bodies, and new forms of solidarity, both among unions in the international arena and between unions and other working class organizations.

## **\*AS/POLS 3270 3.0 Global Political Economy I: Theory and Approaches**

The course attempts to provide the students with some key conceptual tools with which to understand the global political-economic processes that shape our world today. We begin with a brief discussion of contemporary theoretical perspectives and then go on to analyze the primary forces (e.g. capital and information) and processes (colonialism, global production, and migration) that we find ourselves confronted with. The primary objective of the course will be to provide students with a theoretical framework, which can be used to analyze these global events, as well as to enable them to develop a grounded critique of available theoretical alternatives.

**Course Credit Exclusion:** AS/ECON 3190 3.0 and AK/POLS 3700 6.0.

**\* NOT OFFERED IN 2007-2008**

## **\*AS/POLS 3275 3.0 Global Political Economy II: Issues and Problems Since 1945**

This course focuses on issues and problems related to the post-1945 global political economy. It explores topics such as the globalization of production and the associated movement of labour, commodities and capital; the nature of global money and finance; and the relationship between capitalism, development and underdevelopment. Discussion focuses on the historical roots and future trajectory of contemporary developments-for example the transition from socialism, economic instability, global rivalry and co- operation, and the environment.

**Course Credit Exclusion:** AS/ECON 3190 3.0 and AK/POLS 3700 6.0.

**\* NOT OFFERED IN 2007-2008**

### **AS/ECON 3310 3.0 Development Economics I**

Course Director: R. Grinspun

Studies the basic causes of economic retardation in the Third World. Covers characteristics of economic underdevelopment; poverty, income and wealth distribution; rural vs. urban Development; population growth, unemployment and migration; the role of capital, labour and technology in development.

**Prerequisite:** AS/ECON1000.03 or AS/ECON1010.03 or AS/ECON1900.03.

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

### **AS/ECON 3320 3.0 Development Economics II**

Course Director: R. Grinspun

Studies the policies and institutions for overcoming economic retardation in the Third world. Covers strategies of growth and development; government intervention, planning and private enterprise; fiscal and monetary policies; domestic market vs. export orientation; domestic vs. foreign investment; international trade and indebtedness.

**Prerequisite:** AS/ECON3310.03 or equivalent.

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

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

This course examines the history and political economy of the Americas using case studies from Latin America and the Caribbean to highlight the forces that have shaped the internal politics of the region and its relationship to world markets.

**Course Credit Exclusion:** AS/POLS 3790 6.0.

**Cross-listed to:** AS/POLS 3553 6.0.

**\* NOT OFFERED IN 2007-2008**

### **\*AK/SOSC 3510 6.0 Globalization: Wealth, Poverty and the New World Order**

Wealth, Poverty, and the New World Order examines the dynamics of the currently ascendant system of global capitalism, the roots of contemporary underdevelopment,



and the prospects for social/political/economic development or decline in various parts of the world, including Canada.

**Prerequisites:** A 1000-level Social Science course and either a 1000-level Humanities or Modes of Reasoning course.

**\*NOT OFFERED 2007/2008**

### **\*AS/SOSC 3540 6.0 The Political Economy of Food**

This course examines the production, consumption and social meaning of food, from historical and contemporary perspectives. The controversies surrounding both the definition of contemporary problems relating to food, and the solutions proposed for them are addressed.

**Course Credit exclusion:** AS/SOSC 3540 3.0.

**\*NOT OFFERED 2007/2008**

### **\*AS/SOSC 3541 3.0 Land, Food and Development**

This course explores the culture and political economy of food in Africa and South Asia, first in historical and comparative perspective, and second in the context of international development. The study of local and international struggles over land and resources focus the enquiry; changes in use and ownership rights, and in access to land and resources, are themes that run from the earliest farming and herding to the dilemmas of the 21st century. The course topics are supported by texts from history, anthropology, politics, and interdisciplinary studies on culture, environment, nutrition, development and gender, as well as African Studies and South Asian Studies. The course proceeds via eight topic areas: approaches to the study of food; food and nutrition in history; who eats what, and how? Class, gender, culture and religion; the purposes of land in human development; the privatization of land and the industrialization of food under colonialism and neocolonialism; the development enterprise; from Green Revolution to the Greenbelt Movement; issues of equity and development in the late 20th Century; and food, environment, and the struggle for rights at the millennium. Several themes unify our enquiry: human rights and equity; the gendered nature of land use, ownership and access; the individual commercialization of collective subsistence resources; the importance to development of indigenous knowledge; uses and abuses water, wood, soil and seeds; theories and practices of exploitation and resistance; food in the contexts of famine, poverty and plenty; the historic and development role of women in food production; the politics and ethics of field research; family nutrition; and the struggle for empowerment through local and global action.

**\*NOT OFFERED 2007/2008**

### **AK/ECON 3550 3.0 Economics of Developing Countries I**

Course Director: A. Kimakova

An analysis of the economic problems of poor countries and poor communities. Topics explore the meaning of development; theories of development; growth and technological change and strategies for environmentally sustainable development.

**Prerequisites:** AK/ECON 1000 3.0 and AK/ECON 1010 3.0 or, for students with equivalent preparation, permission of the Coordinator of Economics.

### **AK/ECON 3560 3.0 Economics of Developing Countries II**

Course Director: A. Kimakova

The course identifies contemporary economic problems facing Canada and examines the economic policy options that are available for addressing these issues. These issues include: government transfer payments, industrial productivity, unemployment, and health care, economic growth and inflation, and globalization.

**Prerequisites:** AK/ECON 1000 3.0, and AK/ECON 1010 3.0 or, for students with equivalent preparation, permission of the Coordinator of Economics.

### **AK/ECON 3570 3.0 International Economics I**

Course Director: A. Kimakova

A study of the micro-economic aspects of international trade, tracing its historical development from the theory of comparative costs to the theory of customs unions and tariffs. Included are such topics as trade patterns, trade barriers, and free trade versus protectionism.

**Prerequisites:** AK/ECON 1000 3.0 and AK/ECON 1010 3.0 or, for students with equivalent preparation, permission of the Coordinator of Economics.

### **AK/ECON 3580 3.0 International Economics II**

Course Director: G. Georgopoulos

This course is an introduction to international monetary economics. Both theoretical and applied aspects of international economics will be analyzed. Topics to be covered include: the exchange rate and exchange rate regimes, the automatic adjustment

process, open economy macroeconomics and policy, international financial markets, and economic integration.

**Prerequisites:** AK/ECON 1000 3.0 and AK/ECON 1010 3.0 or, for students with equivalent preparation, permission of the Coordinator of Economics.

### **AK/POLS 3700 6.0 The Politics of the Global Economy**

Course Director: T. Maley

This course examines the politics of global economic relations and interdependence. Increased globalization and global economic integration have significantly transformed international relations and international economic order. There is no nation-state and national economy that is not directly and strongly affected by the forces of globalization, and that can design its domestic national policies without considering the nature and directions of the global economic and political order. Traditional trade related economic relations among neighbouring countries have moved to formalize bi-lateral and multi-lateral economic relations, regional economic blocs, and globalize markets, production and finance. The multi-national corporations (MNCs), with their growing power and mobility, backed by their home governments in advanced industrial countries, and the post-WWII international institutions, are the major players in the current global order.

In the first part of this course we will discuss the major issues, theories and perspectives pertaining to the three ideologies of political economy: liberalism, nationalism, and Marxism. We will also explore the historical evolution and different phases of internationalization of capital as well as the transformation of the international division of labour. The study of the global operations of the MNCs, the major institutions of global economy, including the trinity of the World Bank, IMF, and WTO (World Trade Organization) will follow this section. Other topics include bi-lateral and multi-lateral agreements, regional integration (from customs union, free trade areas and common market to economic union and formation of blocs such as EU and NAFTA). Questions of environment, poverty, and national debt will also be discussed.

The second part of the course deals with impact of globalization on national governments and citizens (in both developed and developing countries), and their responses to the rapid changes imposed by the forces of global order.

### **\*AS/POLS 3710 3.0 The Political Economy of Newly-Industrialized Countries**

The course examines theoretical debates concerning the political economy of industrialization in post-colonial countries through examination of specific case studies.

**\*NOT OFFERED 2007/2008**

### **\*\*AS/GEOG 3800 3.0 Geographies of Labour**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: T.B.A.

This course examines the geographies of productive and reproductive labour at multiple scales, including global, national, regional, urban, domestic and personal.

### **AS/SOSC 3801 6.0 Understanding Development Planning and Management**

Course Director: M. Blaser

This course offers a concise, yet critical and systematic analysis of development planning and management. It emphasizes a close link between development theory and practice, and thus aims to provide a deeper understanding of the processes by which development plans are formulated, projects are designed, and programs are implemented. It demonstrates how the changing language of development requires appropriate tools and methods to more effectively plan and manage development at different levels—local, national, and international. The course draws from the accounts of scholars, policy-makers, and managers and explores relevant case studies to identify the ways in which pro-people policies/projects/programs are both designed and implemented.

### **AS/ECON 4129 3.0 International Trade Policy and Economic Integration**

Course Director: R. Grinspun

The course deals with current policy issues in international trade and economic integration, focusing on specific institutional settings such as NAFTA, the European Union, the World Trade Organization, "new" policy areas such as trade and the environment, trade, and labour rights.

**Prerequisite:** AS/ECON 3150 3.0 or an equivalent.

## **AS/ECON 4190 3.0 International Trade II**

Course Director: A. Lileeva

This course covers, at the advanced level, the theories of international trade specialization, gains from trade, commercial policies, and new approaches to trade theory.

**Prerequisites:** AS/ECON 2300 6.0 or equivalent, and AS/ECON 3150 3.0 or permission of the instructor.

## **\*\*AS/GEOG 4220 Geographies of Industry: Neoliberal Era**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: T.B.A.

This course draws on contemporary institutional approaches and theories of regulation to interpret trends in industrial production and location in the current neoliberal age. Emphasis is put on concepts of: restructuring; the evolution of post-Fordist systems of production; new regional and global divisions of labour; neo-artisanal production; the emergence of new industrial spaces; cultural production; resource economies; and the social economy. Prerequisite: 54 Credits passed, including one of AS/GEOG 2100 6.00, AS/GEOG 3120 6.00, AS/ECON 1010 3.00, AS/ECON 3230 3.00, or written permission of the course director. Integrated with: GS/GEOG 5320 3.00.

## **\*AS/POLS 4285 3.0 Topics in International Political Economy of Eastern Asia** (Formerly AS/POLS 4700 3.0)

This seminar examines the changing dynamics of political, economic and security relations in and among the countries of Eastern Asia.

**Degree Credit Exclusion:** AS/POLS 4500 3.0

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

**Integrated with:** GS/POLS 5500 3.0.

**\*NOT OFFERED 2007/2008**

### **\*AS/POLS 4295 3.0 Political Economy of Global Finance**

The course examines the functioning and broader ramifications of global finance. Discussion is organized around several key themes, including (1) Concepts and building blocks: what are financial markets, who are the players and why are they there? (2) The alchemy of finance: how do financial markets work? (3) The evolution and globalization of financial markets: how have money and credit engulfed the world? (4) The political -economy of finance: how do financial markets, the economy and politics interact at the domestic and international levels? (5) Trends, cycles, manias and crashes: contemporary developments in historical retrospect.

**NOT OFFERED IN 2007-2008**

### **AS/GEOG 4395 3.0 Asia-Pacific Development: Geographical Perspectives**

*(Formerly AS/GEOG 3390K, AS/GEOG 4390K)*

Course Director: T.B.A.

The rapid transformation of societies in East and Southeast Asia represents one of the most important shifts in the geographical structure of the global economy in recent decades. Development in the countries of the Asian-Pacific region is, however, the product of global linkages as well as internal socio-economic and political change. This course explores such linkages and focuses upon those that integrate and implicate Canada in the socio-economic development of Pacific Asia. In particular, the course examines the geographical flow of migration, trade, investment, and aid between Asia and Canada, and relates these flows to social and economic change in Asian societies. Topics to be covered will include: approaches to understanding Pacific Asian development; the construction of Pacific regionalism; development and restructuring processes in East and Southeast Asian societies; the social and economic dimensions of Asian immigration to Canada; trade and investment flows between Canada and Pacific Asia; and, issues relating to Canadian aid and human rights advocacy in Asia. Students will have opportunities to conduct studies of the diasporic Asian communities that have emerged in Toronto, and their place of origin. The course will also involve the participation of visiting scholars from Asia.

**Prerequisite** - 84 credits successfully completed or written permission of the Course Director.

### **\*\*AS/POLS 4595 3.0 Asian in the New Global Order**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: T.B.A.

Using East, Southeast, and South Asia as its focus, this course addresses questions relating to economic development, political change and security in the emerging global order. It stimulates interest in politics and international relations of countries in these Asian sub regions.

### **\*AS/ECON 4619 3.0 Economic Planning and Development in India**

Examines India's economic development under national planning since the fifties. The treatment is historical and analytical in terms of the underlying planning models and methodologies, sectoral goals, strategies and performance. Economic issues are explored in the larger socio-political context.

**Prerequisites:** AS/ECON 2300 3.0/2350 3.0, AS/ECON 2400 3.0/2450 3.0, AS/ECON 3310 3.0 or equivalents, or instructor's permission.

**\*NOT OFFERED 2007/2008**

### **\*GL/POLS 4680 6.0 Political Economy of the Asia Pacific Region**

This course analyzes the politics of the rapid economic growth of the Newly Industrializing Countries of East Asia. Special attention will be given to an examination of the internal and external conditions behind this industrial and societal change and the theoretical implications of this East Asian experience for the study of political change and system transformation in the developing areas in general.

**Cross-listed to:** GL/ILST 4680 6.00

**Prerequisite:** One course in International Relations plus one course in Political Science.

**Course Credit Exclusions:** GL/POLS/ILST 3010E. 06A (FW96), GL/POLS/ILST 4012 6.0 (FW97 and FW98).

**\*NOT OFFERED 2007/2008**

### **\*AS/POLS 4770 3.0 Political Economy of Development**

This course offers a comparative analysis of patterns of peripheral capitalist development in Latin America and the Caribbean. It explores the formation of social classes, the development of the modern state and the current economic crises in Mexico and Brazil.

**Integrated with:** GS/POLS 5870 3.00.

**\*NOT OFFERED 2007/2008**

## **AREA 6: POLITICS, GOVERNANCE & POLICY**

### **AS/POLS 2930 6.0 Global Politics**

*(Formerly AS/POLS 2920 6.0)*

Course Directors: S. Whitworth/ S. Hellman/ A. Agathangelou/ N.Short

The study of politics concerns itself with the social groups, economic relations, institutions and cultures that structure power, conflict, compromise and cooperation both within states and among them; and, especially in an era of 'globalization', with their interaction with new transnational structures and processes. In this context, this course addresses the central questions of contemporary politics: how to understand the diversities and inequalities of today's world and the related role of force and violence at national and global levels, and how to think about the forms and possibilities of political community in relation to peace, democracy, ecology, social justice and development.

**Course Credit Exclusion:** GL/ILST 2300 3.0

### **\*\*AK/CLTR 3150 3.0A Full Circle: Experiencing the International**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: R. Desai-Trilokekar

This course is designed specifically for students whose university program has included an international education experience, such as exchanges, study abroad and/or internships. As well, it applies to international students pursuing a degree program at York who wish to analyze this experience through an international education lens.



This course provides students an opportunity to theorize and reflect critically on their international experiences and the broader context and objectives of international education. The course content uses a range of theories (cross cultural theory, theories in internationalization, globalization and development, feminist and post colonial theory) as tools for analyzing international and cross-cultural encounters. Students are encouraged to reflect on and integrate their learning in theory and in practice, and to assess the benefits and challenges of international experiences. The course will also enable students to determine ways in which international educational experiences might be applied towards international career and academic opportunities.

### **AS/POLS 3200 3.0 Global Conflict and Security I**

Course Director: T.B.A.

This course acquaints students with issues surrounding conflict and security in global politics as it has evolved over the past three centuries. It examines the history and development of war from the medieval period to the era of "total war", and the main currents of thought on issues of war and peace.

### **AS/POLS 3210 3.0 Global Conflict and Security II**

Course Director: T.B.A.

This course explores the issues surrounding different dimensions of conflict and security in the contemporary period. In its broadest sense, security can be understood not only in military, but also in political, economic, cultural and social terms. The course will examine the various ways of thinking about security, and will then explore the contemporary problems and practices of international security, through the lenses provided by contemporary conceptual debates.

### **GL/POLS 3220 6.0 Comparative Political Systems: Developing Areas**

Course Director: T.B.A.

This course provides a comparative and critical analysis of the process of system-transformation and political change in developing areas focusing upon the current theoretical literature which attempts to conceptualize, explain and predict the problems of political development and modernization in these changing societies.

### **\*AS/SOCI 3330 6.0 Politics and Society**

A cross-national analysis of relations between social organization and political systems, movements and ideologies. The evolution of large-scale regional contrasts in societal patterning is stressed. Major topics include class structure, ethnic and race relations, labour and economic organization, rural/urban divisions, demographic patterns, religion, the military, and international influences.

**\* NOT OFFERED IN 2007-2008**

### **\*AS/ANTH 3400 6.0 Altering States: Civil Society and Citizenship in a Globalizing World**

The idea of civil society has stirred social imaginations and political aspirations across the globe. It has also been the casualty of state responses to the "war on terror". The goal of this course is to examine the nature and the relevance of notions and discourses of civil society and citizenship and the lexicon of related constructs ("moral community", "public sphere", "democracy" and "civility") to contemporary societies. Some of the questions we will explore include: What are the problems, paradoxes and possibilities presented by the importation of the ideas and practices of civil society and citizenship in different ethnographic contexts? What is the appeal of civil society and who sets the standards? Who is included or excluded and why?

What does the language of citizenship really mean in contemporary societies? Through ethnographic case studies we will analyze the intersections of civil society and citizenship with gender and sexuality, race, religion, ethnicity, nationalism and class. While our main focus will be on investigating the global consequences of 9-11 on citizenship rights and civil society, we will also examine selected central and Eastern Post-communist European, South Asian, African and Latin American contexts.

**\*NOT OFFERED 2007/2008**

### **AS/POLS 3510 3.0 China: Path to Modernization & Democracy**

*(Formerly Government and Politics in China)*

Course Director: G. Chin

This course examines the origins and development of the modern Chinese political system. Emphasis is on the role of Mao Zedong, the post-1949 period and the reform of Chinese socialism.

**Course Credit Exclusion:** AS/POLS 3510. 6.0.

## **\*\* AS/SOSC 3512 6.0 Postcoloniality and the Nation**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: N. Persram

This course investigates the relation between postcolonial studies the academic study of nations and nationalisms. It examines the role both have played in: social and political thought; political identity construction and legitimation; anti-colonial movements; and configurations of neo-colonial globalization.

## **AS/POLS 3515 3.0 China: 21<sup>st</sup> Century Superpower?**

*(Formerly China: 20<sup>th</sup> Century Superpower?)*

Course Director: B. Frolic

China's relationship with the outside world has been one of the dominant themes in its development. How is China moving from its position of isolation to become a 21<sup>st</sup> century superpower? We focus on the post-1949 period, in particular, the Sino-Soviet relationship; American-China relations; China and Japan; Canadian-China policy; China's relations with Taiwan and Hong Kong; and China's integration into the global economy. A significant portion of the course will focus on the China trade and on key issues involved in doing business in China.

## **\*AS/POLS3550 3.0 Revolution and Counter Revolution in Central America**

*(Formerly Politics of Central America)*

This course examines post-World War II Central American politics in light of theories of revolution, including national and international political and social forces that explain the emergence and success or failure of revolutionary movements and counterrevolutionary offensives in the region.

**\*NOT OFFERED 2007/2008**

**AS/POLS 3555 3.0A Dictatorship and Democratization in South America**  
(Formerly *Politics of South America*)

Course Director: S. Bohn

This course examines post-World War II experiences of dictatorship and democratization in South America. Regional trends and specific countries (such as Brazil, Chile, and Peru) are considered from a political economy perspective, including class relations, popular organizations, and political institutions.

**AS/POLS 3560 6.0 The Global South: Politics, Policy and Development**  
(Formerly *Politics of the Third World*)

Course Director: S. Bohn

This course explores various dimensions of the global south, with emphasis on political-economy and development. It examines the similarities and differences between various local experiences in the global south and explores their contemporary dynamic in a historical context.

**Prerequisite:** AS/POLS2510.06 or permission of the instructor.

**AS/POLS 3570 3.0 Africa: The Politics of Continental Crisis**

Course Director: S. Neidhardt

This course examines the processes -- globalization, war and democratization, among others -- crucial to prospects for political, social and economic development in Africa. Ghana, Nigeria, Rwanda, Tanzania, Kenya, Mozambique, Zimbabwe, and South Africa are among the possible countries to be studied.

**\*AK/POLS 3600 6.0 Peasants and the State**  
(Formerly *AK/SOCI 3460 6.0*)

Peasant economy, culture and politics examined with special attention to the impact of slavery and colonialism, production for the market, migration, women's roles, labour discipline and the state.

**Cross-listed to:** AK/SOCI 3640B 6.0.

**Note:** Not open to students who have taken AK/SOCI 3460 6.0.

**\*NOT OFFERED IN 2007/2008**

## **AS/HIST 3710 6.0 Ideology, Politics, and Revolution in the Caribbean: The Aftermath of Slavery in the Caribbean**

Course Director: D. Trotman

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.

## **\*\*AS/HIST 3734 Conflict, Resistance and Revolution in Latin American History**

**\*\* This course was recently added to the IDS list but it is still pending formal university approval as IDS course. Students who take this course in 2007/2008 should notify the IDS office to ensure that it is credited as an IDS course.**

Course Director: T.B.A.

This course invites students to analyze and compare political, cultural, and economic conflicts as a means of understanding long-term tensions in Latin American societies concerning issues such as race, caste, class, citizenship and national identity.

## **AS/SOSC 3970 6.0 India: Culture and Society**

Course Director: V. Agnew

The course examines some of the major political and social developments in India since independence. India has made some significant progress in the last fifty years but it is constantly faced with new political, social, and economic challenges. A majority of India's population struggles with poverty and deprivation in rural and urban India. We examine some of the causes of poverty, political and economic initiatives to alleviate it, and the social movements that it has spawned. The course will discuss some themes in

detail such as the women's movement, caste politics, Congress and the BJP government, and the emergence and growth of religious conflict. It will include readings from a variety of disciplines and will integrate novels and films, which deal with relevant themes.

### **\*AK/POLS 4060 6.0 Colonialism and Development**

A comparative introduction, at the more advanced level, to social struggle and change in countries subject to colonial domination, with particular attention to cultural issues and to forms of contestation involving 'race' and racism, sexuality and gender and social class.

**Cross-listed to:** AK/SOCI 4060 6.0.

**Prerequisites:** a) Sociology majors: 78 credits including AK/SOCI 2580 6.0 and AK/SOCI 2800 6.0 or, for student with equivalent preparation, permission of the Coordinator of Sociology; b) Students in Certificate in Anti-Racist Research and Practice: AK/SOCI 2580 6.0 and a course under AK/SOCI 3890 6.0.

**\*NOT OFFERED IN 2007/2008**

### **AS/POLS 4255 6.0 Issues in International Human Rights**

Course Director: N. Canefe

This is a fourth year and graduate degree combined course on International Human Rights. It is designed as a survey course whereby students actively participate in the debates via classroom presentations and staged controversies.

The course is designed as a two-part learning enterprise. During the Fall term, students will be introduced to classical and contemporary debates on the history, meaning, cultural dimensions, legitimacy, philosophy, forms of application and limits of international human rights. During the Winter term, on the other hand, students will be dealing with the institutional framework within which international human rights are practiced. This second part of the course is primarily built around select case studies, which are presented after the class becomes suitably comfortable with the working mechanisms of the contemporary human rights regime.

Upon completion of this course, students are expected to have an in-depth and critical understanding of how the international human rights discourse came into being, contemporary forms of its practice, as well as its points of weakness and its potential for sustenance and rejuvenation. This is not a law course on human rights. Students should be aware that this course has a marked emphasis on the political dimensions of both the theory and practice of international human rights.

**Pre-requisites/Co-Requisites:** Familiarity with human rights, migration and refugee issues, political philosophy and comparative politics.

**\*AS/POLS 4265 3.0 Human Rights and Democracy in Asia**

*(Formerly AS/POLS 4705 3.0 International Politics of Human Rights and Democracy in Asia)*

This course will examine the international politics of human rights and democracy in the region as a window on debates over the universality, origins, and purposes of international human rights norms in a context of globalization. It will critically explore assertions that the successes of East Asian economies are due to their cultural characteristics and liberal, non-democratic political systems.

**\* NOT OFFERED IN 2007-2008**

**AS/ANTH 4340 6.0 Advocacy and Social Movements**

Course Director: T.B.A.

This is a course on modern forms of social advocacy, and the link between public interest advocacy and the "new" social movements. Most of the new social movements, like the environmental movement, contest dominant interests through transformation of cultural or cosmological values. Thus the advocacy process becomes a central part of the social construction of knowledge in modern society. This course will examine various forms of social advocacy, from the advocacy of anthropologists on behalf of indigenous societies (applied anthropology), to advocacy for human rights, the organization of advocacy in the public sphere, the interrelationship of advocacy with mass media and propaganda, and the move for inclusion of advocacy organizations in global governance (e.g. in the fields of environment and human rights). The course brings together a range of topics that would otherwise be treated in separate university departments – anthropology; mass communication; environmental studies.

A key part of this course will be the undertaking of a small fieldwork project on a selected advocacy group in the Metro Toronto area. Much of the discussion in the first term will be aimed at providing the necessary background, both practical and theoretical, for undertaking of such a project. The projects will investigate the way in which the advocacy groups are organized, how they maintain relations with the mass media, and the way in which they undertake social construction of knowledge. The project will require students to keep a diary of contacts made with their advocacy group; project findings can - are encouraged - to be used in the final examination.

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

Course Director: T.B.A

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.

## **\*AS/POLS 4540 6.0 Caribbean Politics**

A study of selected aspects in Caribbean politics from the protest movements of the 1930s to the present. Special emphasis will be paid to attempts at Caribbean regional integration within the context of wider political development.

**Cross-listed to:** GS/POLS 5540.06

**Prerequisite:** AS/POLS 2510.06 or permission of the instructor

**\*NOT OFFERED IN 2007/2008**

## **AS/POLS 4555 3.0 Latin American Development**

Course Director: S. Bohn

This seminar will focus on the relationships between development policy choices on the one hand and social structures, power relations, and ideological perspectives on the other. It will do so through an analysis of the politics of peasant resistance and



accommodation to capitalist development, with a special focus on indigenous peoples. An analysis of general historical patterns of political-economic evolution and conflict will be complemented by brief case studies of specific countries in order to: question what "development" and "progress" have meant for peasants and indigenous peoples of the hemisphere; examine the history of peasant and indigenous protest and rebellion against the dominant patterns of "development"; analyse contemporary peasant and indigenous movements that have gained prominence during the past decade in particular; and evaluate the potential of "alternative" rural development programs sponsored by non-governmental organizations (NGOs).

While the general theme of the seminar revolves around the ways in which the historical evolution of class and ethnic power relations in rural areas have limited development policy choices and the possibilities of democratization in the hemisphere, the specific impacts of the neo-liberal policies that have been pursued over the past two decades will be addressed, along with issues related to gender relations and environmental degradation. Also, parts of some sessions will be dedicated to theoretical and comparative considerations referring, especially, to contrasting East Asian experiences.

In addition to dealing with general Latin America-wide trends, case studies will be drawn from a broad range of countries, including Bolivia, Brazil, Chile, Ecuador, El Salvador, Guatemala, Mexico, Peru, and Venezuela.

### **AS/POLS 4575 3.0 The Politics of Southern Africa**

Course Director: R. Saunders

This course examines South Africa's racial capitalist system and resistance to it - focusing on the present transition to a more equitable political and economic system; it also explores the current situation in other southern African countries (Angola, Mozambique, Namibia, Zimbabwe).

### **\*AS/POLS 4590 3.0 Political Development in South Asia**

*(Formerly Political Development in India)*

A survey of political development in contemporary India. Topics include the transformation from colony to independence, and challenges to the liberal-democratic system by caste, communalism, regionalism and communism.

**Integrated with:** GS/POLS 5590 3.0.

**\*NOT OFFERED IN 2007/2008**

### **AS/POLS 4595 3.0 Southeast Asia in the New Global Order**

Course Director: S. Henders

Using Southeast Asia as its focus, this course addresses questions relating to economic development, political change and regional security in the emerging global order. It will stimulate interest in politics and international relations of developing countries in Southeast Asia.

### **\*AS/SOSC 4601 3.0 Field Experience for International Development**

This course aims to provide students with a practical, realistic understanding of how such development organizations as NGOs, civil society groups, and aid agencies promote people-center development and/or human development in the developing world. It will explore the ways in which intermediary organizations make an effort to identify the needs and priorities of the people, create popular institutions that allow their beneficiaries to manage development at the grassroots, and deliver services to the people.

By reflecting a range of practical and organizational matters, this course provides an opportunity for students to develop a deeper understanding of the actual practice of human development and as such prepares the students for pursuing a career in international development. It also introduces various aspects of internship programs offered through different 'relevant' development organizations. The course discusses how internship programs can greatly enhance students' knowledge of different socio-cultural contexts, hence enabling them to learn the importance of respecting another culture.

**Prerequisite:** AS/SOSC 2800 6.0.

**\*NOT OFFERED IN 2007/2008**

### **AS/SOSC 4803 6.0 Selected Topics in Mass Communications: Approaches to Communication and Development**

Course Director: A. Alhassan

This course interrogates various approaches to communication in national and international development. We will examine the historical construction of development discourse and the mobilization of communication resources in the modernization of developing countries. Theories of modernization, critical and postcolonial perspectives will therefore inform our discussions on development communication practice since the 1960s to the contemporary interest in new information and communication technologies.

The course will be organized as a seminar. The reading blocks will therefore serve as a frame for the discussion and the contribution of students. As a way of ensuring comprehensive coverage of Development Communication theories, practices and programs the entire course will be structured around the following categories:

- Development Communication Theory
- Diffusion of Innovation
- Development Support Communication
- Participatory Communication
- New Communication Technologies and Development: the Rhetoric of Digital Technologies in Development Discourse
- The Telecenter Movement in Development Communication
- Media Democratization and the discourse of Communication Rights
- International Institutional Interventions and Development Communication Programs: UNESCO and UNDP

### **Regional Focus Courses:**

|  |
|--|
| <b>AS/HUMA 1400 9.0 Culture and Society in East Asia</b> |
|--|

Course Director: G. Shen

No single course can adequately address the richness and complexity of the cultures and societies of East Asia. However, this course will introduce students to important practices and concepts from a broadly humanistic perspective and offer a peek into what it might have been like to actually *live* in East Asia before widespread globalization. In order to do this, we will examine elements of the social, political, philosophical, artistic, and economic traditions that shaped both elite and popular culture in East Asia from the 1600s to the early 1800s. Our sources will include cultural artifacts (e.g., poems, paintings, clothing, etc.) from this period, writings by East Asians on their own and their neighboring societies, observations on East Asia by contemporary outsiders, and secondary sources by modern scholars that explore particularly challenging topics in depth. By analysing both the forging of shared beliefs and the development of distinct identities in this critical period, we can better understand the ties between historical and contemporary East Asia, as well as between East Asia and the rest of the world.

Though the primary goal of the course is to teach students about a time and place quite removed from our own, the course is also designed to strengthen each student's ability to comprehend and critique his or her own culture. As a foundation for broader study at the university level, we will place significant emphasis on analytical skills, class participation, research methods, and writing. Since many aspects of East Asian culture will fall outside of the course curriculum, students will be expected to learn the critical

skills of asking important and interesting questions and then figuring out how to produce informative and satisfying answers.

FORMAT: two lecture hours and two tutorial hours.

### **AS/HUMA 2310 9.0 An Introduction to Caribbean Studies**

Course Director: P. Taylor

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

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

### **AS/SOSC 2435 6.0 Introduction to South Asian Studies**

Course Director: T.B.A.

This course is the core course for the South Asian Studies program. It introduces students to contemporary South Asia by exploring six inter-related themes: history and state formation; political economy; institutions and governments; social movements; environment and development; and culture and identity (including issues relating to the South Asian diaspora). Four weeks are devoted to each of these topics; in the course of those four weeks, the major issues within the themes are discussed. As far as possible, the course will present material written by South Asian authors writing out of South Asia. While the instructors will assume no specialised knowledge of South Asia, it is recommended that students take the Foundations course in Development Studies before enrolling for this course.

### **AS/SOSC 2460 9.0 Contemporary Latin America**

Course Director: T.B.A

This course introduces students to the basic features of contemporary Latin America. It focuses on phenomena common to the region as a whole while touching on regional differences to highlight the diversity of the experience of Latin Americans. It begins with

an historical overview of the forces and events that have shaped Latin America since the Iberian conquest. Taking into account broader global transformations, the course traces the main social, political and economic changes that occurred in the region over the past century. The course examines the social and economic impact of free-market economic development by focusing on recent transformations in rural and urban life, growing social inequalities, new forms of work, changes in community and family relations, and transformations in gender, class and race/ethnic relations. It also explores various political experiences including dictatorship, democracy and revolution, and highlights the creative responses of Latin Americans in their efforts to overcome inequalities and underdevelopment. The course concludes with an examination of popular culture and cultural resistance by focusing on the role of music and sports in the region. This course is part of the Faculty of Arts Foundations Program and focuses on improving student's reading, writing and research skills while challenging them to apply these skills to the field of Latin American studies.

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

### **AS/SOSC 2480 9.0 Introduction to African Studies**

Course Director: P. Idahosa

This core course introduces students to the study of Africa. The first part looks at the representation of Africa in the media as well as perspectives on the nature of African studies as a discipline. The second part looks at the self-directed and relatively autonomous Africa before the European encounter. Of special importance are the diverse forms of traditional pre-colonial political institutions; the patterns of belief and social relationships, such as marriage, the role of women and kinship; and the rise and decline of pre-colonial states before Africa's incorporation into the wider, European dominated world. The third part addresses the impact of the modern slave trade, the establishment of colonisation and the rise of nationalism. In the final section we look at post-colonial Africa and the major social, political and economic issues inherited and developmental strategies Africans opted for: democracy, the economic crisis, structural adjustment and gender politics. In addition, contemporary issues around HIV and Aids as well as the New African Union, as well as the nature of contemporary African popular culture are addressed. As a second-level Foundations course, students are expected to develop a number of critical skills appropriate to this area of study.

**Course Credit Exclusion:** AS/SOSC 2480 6.0

## IDS Core Faculty Members

Call 416-736-2100,  
then the extension below

| Faculty Name             | Departmental Affiliation           | Campus Address & Telephone Ext. | E-mail Address   |
|--------------------------|------------------------------------|---------------------------------|--|
| Mario Blaser             | Social Science                     | 319 Founders<br>ext. 33646      | <a href="mailto:mblaser@yorku.ca">mblaser@yorku.ca</a>               |
| Eduardo Canel            | Social Science                     | 315 Founders<br>ext. 66938      | <a href="mailto:ecanel@yorku.ca">ecanel@yorku.ca</a>                 |
| Shubhra Gururani         | Anthropology                       | 2038 Vari Hall<br>ext. 33716    | <a href="mailto:gururani@yorku.ca">gururani@yorku.ca</a>             |
| Ricardo Grinspun         | Economics                          | 240 York Lanes<br>ext. 77049    | <a href="mailto:ricardo@yorku.ca">ricardo@yorku.ca</a>               |
| Pablo Idahosa            | Social Science                     | 314 Founders<br>ext. 66939      | <a href="mailto:pidahosa@yorku.ca">pidahosa@yorku.ca</a>             |
| Uwafiokun Idemudia       | Social Science                     | T.B.A.                          | T.B.A.   |
| Phillip Kelly            | Geography                          | N423 Ross<br>ext. 55107         | <a href="mailto:pfkelly@yorku.ca">pfkelly@yorku.ca</a>               |
| Luin Goldring            | Sociology                          | 240B York Lanes<br>ext. 60311   | <a href="mailto:goldring@yorku.ca">goldring@yorku.ca</a>             |
| Gertrude Mianda          | Women's<br>Studies<br>Program (GL) | 155 York Hall<br>ext. 88198     | <a href="mailto:mianda@glendon.yorku.ca">mianda@glendon.yorku.ca</a> |
| Viviana Patroni          | Social Science                     | 240K York Lanes<br>ext. 22038   | <a href="mailto:vpatroni@yorku.ca">vpatroni@yorku.ca</a>             |
| Peter Penz               | Environmental<br>Studies           | 120 HNE<br>ext. 22103           | <a href="mailto:ppenz@yorku.ca">ppenz@yorku.ca</a>                   |
| Ananya Mukherjee<br>Reed | Political<br>Science               | 280 York Lanes<br>ext. 30095    | <a href="mailto:ananya@yorku.ca">ananya@yorku.ca</a>                 |
| Sharada Srinivasan       | Social Science                     | T.B.A.                          | T.B.A.   |
| Albert Schrauwers        | Anthropology                       | 2046 Vari Hall<br>ext. 40143    | <a href="mailto:schrauwe@yorku.ca">schrauwe@yorku.ca</a>             |
| Alan Simmons             | Sociology                          | 138 Founders<br>ext. 33310      | <a href="mailto:asimmons@yorku.ca">asimmons@yorku.ca</a>             |
| Patricia Stamp           | Social Science                     | 307 Founders<br>ext. 33155      | <a href="mailto:pstamp@yorku.ca">pstamp@yorku.ca</a>                 |
| Patrick Taylor           | Humanities                         | 312 Founders<br>ext. 55148      | <a href="mailto:taylorp@yorku.ca">taylorp@yorku.ca</a>               |
| Peter Vandergeest        | Sociology                          | 270G York Lanes<br>ext. 44076   | <a href="mailto:pvander@yorku.ca">pvander@yorku.ca</a>               |

## FACULTY OF ARTS DEGREE REQUIREMENTS

### THE HONOURS B.A. DEGREE – THE BASICS

#### MINIMUM FACULTY DEGREE REQUIREMENTS

| <u>REQUIREMENT</u>                   | <u>DESCRIPTION</u>  |
|--------------------------------------|---|
| <b>NUMBER OF CREDITS</b>             | A minimum of 120 credits successfully completed.  |
| <b>MINIMUM GRADE POINT AVERAGE</b>   | A minimum cumulative grade point average of <b>5.00 (C+)</b> .  |
| <b>GENERAL EDUCATION REQUIREMENT</b> | <p>24 credits in accordance with the following:</p> <p>One 1000-level 9 credit Foundations course, in either the Division of Humanities or the Division of Social Science;</p> <p>One 1000-level 6 credit course in the Division of Natural Science or in the Department of Biology, Chemistry, Earth and Atmospheric Science, or Physics;</p> <p>One 2000-level 9 credit Foundations course, in either the Division of Humanities or the Division of Social Science. If the 1000-level 9 credit Foundations course is taken in the Division of Humanities, then the 2000-level 9 credit Foundations course must be taken in the Division of Social Science (and vice versa).</p> |
| <b>BREADTH REQUIREMENT</b>           | <p>Will be satisfied by successfully completing the General Education/Foundations courses described above. (Breadth requirement is described below.)</p> <p>The Breadth requirement must be successfully completed before graduation and requires at least 6 credits from each of the following areas:</p> <p><b>Area I:</b> English, French Studies, History, Humanities, Languages, Linguistics, Philosophy.</p> <p><b>Area II:</b> Anthropology, Economics, Geography, Political Science, Social Science, Sociology.</p>   |
| <b>MAJOR REQUIREMENT</b>             | <p>A minimum number of Major courses for each program type as follows:</p> <p>Specialized Honours:     <b>54 credits</b></p> <p>Honours:                     <b>42 credits</b></p> <p>Double Major/Unlinked: <b>42 credits</b> in each major</p> <p>Double Major/Linked:   <b>36 credits</b> in each major</p> <p>Major/Minor:               <b>42 credits</b> in the major &amp; <b>30 credits</b> in the minor</p> <p style="text-align: center;"><b>IT IS VERY IMPORTANT TO CONSULT THE DEPARTMENTAL/DIVISIONAL SUPPLEMENTAL CALENDARS FOR MAJOR PROGRAM REQUIREMENTS SINCE THERE ARE SPECIFIC AND/OR ADDITIONAL MAJOR REQUIREMENTS.</b></p>                                   |

|                                |   |
|--------------------------------|---|
| <b>ELECTIVE REQUIREMENT</b>    | <p>A minimum of 18 credits in accordance with the following:</p> <p>not a major course, (or a course which is cross-listed with a major course; or a course offered by the major department which is not counted towards the major; or a course outside the major department which is a specified major requirement);</p> <p>not a general education course which has been used to satisfy the general education requirement. Extra general education courses will count as electives.</p> <p style="text-align: center;"><b>NOT APPLICABLE TO HONOURS DOUBLE MAJOR &amp; MAJOR/MINOR PROGRAM TYPES.</b></p>  |
| <b>UPPER-LEVEL REQUIREMENT</b> | <p><b>Faculty Requirement:</b> A minimum of 36 credits at the 3000 or 4000-level including 18 credits at the 4000-level.</p> <p><b>Major 4000-level Requirement:</b> Normally 12 credits in the Major or in each Major and 6 credits in the Minor.</p> <p style="text-align: center;"><b>SPECIFIC PROGRAM REQUIREMENTS VARY. IT IS IMPORTANT THAT YOU CONSULT THE DEPARTMENTAL/DIVISIONAL SUPPLEMENTAL CALENDARS FOR UPPER-LEVEL REQUIREMENTS SPECIFIC TO YOUR PROGRAM.</b></p>   |
| <b>RESIDENCE REQUIREMENT</b>   | <p><b>Overall Requirement:</b> At least <b>30 credits</b> must be taken at York University*.</p> <p><b>Major Requirement:</b> At least <b>HALF (50%)</b> of each Arts Major/Minor requirement must be taken in the Faculty of Arts (In-Faculty)**. (The Major/Minor requirement will vary in accordance with the number of credits required by each Major/Minor).</p> <p>Note: The minimum number of Major/Minor In-Faculty credits may exceed the minimum overall number depending on the program.</p> <p>*York University courses are offered by any Faculty at York.</p> <p>**In-Faculty courses are offered exclusively by the Faculty of Arts. Courses taken at other Faculties, (eg. Atkinson), or other Universities are Out-of-Faculty.</p> |
| <b>RESTRICTIONS</b>            | <p>A passed course (i.e. a grade of D or higher) may not be repeated for degree credit, unless sufficient standing to proceed has not been achieved in a core or prerequisite course, in which case, a passed course may be repeated once. A failed course may be repeated once.</p> <p>A course listed as a course credit exclusion (i.e. deemed to have significant content overlap) for a passed course may not be used for degree credit.</p>   |



**THE B.A. DEGREE – THE BASICS**

| <b><u>REQUIREMENT</u></b>            | <b><u>DESCRIPTION</u></b>  |
|--------------------------------------|--|
| <b>Number of Credits</b>             | A minimum of 90 credits successfully completed.  |
| <b>Minimum Grade Point Average</b>   | A minimum cumulative grade point average of <b>4.00 (C)</b> .  |
| <b>General Education Requirement</b> | 24 credits in accordance with the following:<br>One 1000-level 9 credit Foundations course, in either the Division of Humanities or the Division of Social Science;<br>One 1000-level 6 credit course in the Division of Natural Science or in the Department of Biology, Chemistry, Earth and Atmospheric Science, or Physics;<br>One 2000-level 9 credit Foundations course, in either the Division of Humanities or the Division of Social Science. If the 1000-level 9 credit Foundations course is taken in the Division of Humanities, then the 2000-level 9 credit Foundations course must be taken in the Division of Social Science (and vice versa). |
| <b>Breadth Requirement</b>           | Will be satisfied by successfully completing the General Education/Foundations courses described above. (Breadth requirement is described below.)<br>The Breadth requirement must be successfully completed before graduation and requires at least 6 credits from each of the following areas:<br><b>Area I:</b> English, French Studies, History, Humanities, Languages, Linguistics, Philosophy.<br><b>Area II:</b> Anthropology, Economics, Geography, Political Science, Psychology, Social Science, Sociology.   |
| <b>Major Requirement</b>             | A minimum of 30 or 36 credits in accordance with your Major (departmental) program requirements.<br><br><p style="text-align: center;"><b>IT IS VERY IMPORTANT TO CONSULT THE DEPARTMENTAL SUPPLEMENTAL CALENDARS FOR MAJOR PROGRAM REQUIREMENTS SINCE THERE ARE SPECIFIC AND/OR ADDITIONAL MAJOR REQUIREMENTS.</b></p>  |

|                                |   |
|--------------------------------|---|
| <b>Elective Requirement</b>    | A minimum of 18 credits in accordance with the following:<br>not a major course, (or a course which is cross-listed with a major course; or a course offered by the major department which is not counted towards the major; or a course outside the major department which is a specified major requirement);<br>not a general education course which has been used to satisfy the general education requirement. Extra general education courses will count as electives.   |
| <b>Upper-Level Requirement</b> | <b>Faculty Requirement:</b> A minimum of 18 credits at the 3000 or 4000-level including 12 credits at the 3000-level in the Major.<br><br>SPECIFIC PROGRAM REQUIREMENTS VARY. IT IS IMPORTANT THAT YOU CONSULT THE DEPARTMENTAL SUPPLEMENTAL CALENDARS FOR UPPER-LEVEL REQUIREMENTS SPECIFIC TO YOUR PROGRAM.   |
| <b>Residence Requirement</b>   | <b>Overall Requirement:</b> At least <b>30 credits</b> must be taken at York University*.<br><b>Major Requirement:</b> At least <b>HALF (50%)</b> of the Major requirement must be taken in the Faculty of Arts (In-Faculty)**. (The actual number of In-Faculty credits will vary in accordance with the number of credits required by the Major).<br>*York University courses are offered by any Faculty at York.<br>**In-Faculty courses are offered exclusively by the Faculty of Arts. Courses taken at other Faculties, (eg. Atkinson), or other Universities are Out-of-Faculty. |
| <b>Restrictions</b>            | A passed course (i.e. a grade of D or higher) may not be repeated for degree credit, unless sufficient standing to proceed has not been achieved in a core or prerequisite course, in which case, a passed course may be repeated once. A failed course may be repeated once.<br>A course listed as a degree credit exclusion (i.e. deemed to have significant content overlap) for a passed course may not be used for degree credit.  |