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# **School of Arts, Languages, and Cultures**

**MA Programme Handbook**

**Latin American and Caribbean Studies**

**2012 - 2013**

**Programme Director:**

**Dr Parvathi Kumaraswami**

First edition, September 2012

Please note, some information is subject to change.

For updates, please check our web page:

<http://www.alc.manchester.ac.uk/studentintranet/>

This Programme Handbook contains information relevant to the MA programme in Latin American and Caribbean Studies (LACS). Information relevant to all postgraduate taught programmes in the School of Languages, Linguistics and Cultures (SLLC) can be found in the School Postgraduate Taught Handbook, which should be read and used as a reference in conjunction with this Handbook.

The School Handbook is available online here:

<http://www.alc.manchester.ac.uk/studentintranet/>

## Latin American and Caribbean Studies 2012 – 2013

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## 1. Postgraduate Study in the Centre for Latin American and Caribbean Studies, in the School of Arts, Languages and Cultures

The Centre for Latin American and Caribbean Studies (CLACS) is a cross-School Centre in the Faculty of Humanities, combining strengths in the School of Arts, Languages and Cultures and the School of Social Sciences. It is co-directed by Dr Par Kumaraswami (Spanish, Portuguese and Latin American Studies) and Dr Laurence Brown (History).

The Centre fosters the growth of Latin American and Caribbean Studies in the University of Manchester and in the discipline more widely and is a focal point for the diverse and geographically dispersed research activities associated with Latin America and the Caribbean at the University of Manchester. It brings together one of the largest teams of Latin-Americanists and Caribbeanists in Europe, from a wide array of disciplines and departments: Social Anthropology; Literature, Cultural Studies and Linguistics; History and Art History; Geography; Drama and Screen Studies; Political Sciences; Development Studies; Economics; and Business. Staff associated with the Centre rank among the top academics in the field worldwide. The Centre co-ordinates research projects across disciplinary, institutional, and national boundaries, providing a fuller understanding of the Latin American and Caribbean regions and of the broader relations between North and South in the context of contemporary cultural, political, and economic globalisation. Activities include an interdisciplinary seminar series, the *Conversations with/in Latin American Cultural Studies* series and annual conferences. In previous years, CLACS has attracted iconic names in the Humanities, such as Paul Gilroy, Gayatri Spivak, Néstor García Canclini, Carlos Monsivais and Roberto Fernández Retamar, to events.

Regular research and graduate seminars are held within the CLACS and the School. Attendance at such seminars forms an important part of initiation into the world of scholarly research and is a valuable opportunity for contact with leading scholars in your field.

Postgraduate students in the School benefit from the School's own Graduate School, an online and physical community where postgraduate students can meet each other, access resources and organise events. We are committed to developing collegiality, intellectual discussion, and inter-disciplinary and multi-disciplinary exchange among both MA and PhD students and staff. Our activities are open to all postgraduate students in the School and we look forward to seeing you soon. In addition to this, the University Language Centre, based within the School, provides advanced facilities for enhancing linguistic skills where required; it also gives access to European satellite broadcasts and has a video and media library.

### Links

- Centre for Latin American and Caribbean Studies  
<http://www.llc.manchester.ac.uk/clacs>
- School of Arts, Languages and Cultures  
<http://www.alc.manchester.ac.uk>
- Research in the School of Languages, Linguistics and Cultures  
<http://www.alc.manchester.ac.uk/ourresearch/>
- The Graduate School  
<http://www.alc.manchester.ac.uk/graduateschool/>
- Research seminars in the School of Languages, Linguistics and Cultures  
<http://www.alc.manchester.ac.uk/ourresearch/events/seminars/>
- University Language Centre  
<http://www.ulc.manchester.ac.uk/>

## 2. MA in Latin American and Caribbean Studies

Through the MA in Latin American and Caribbean Studies, students become specialists in this diverse region, learning with internationally-recognised academics to gain the multidisciplinary perspective that understanding this area demands. Selecting among a diverse range of optional course units, students study the current debates in the area of Latin American and Caribbean Studies, such as globalization, the meanings and limits of culture and issues of identity, like *mestizaje*, gender, race and ethnicity. The programme caters to suitably qualified graduates without prior knowledge of Spanish or Portuguese since set texts and films are also available in English translation. Yet because most of our students go on to work outside academia, considerable emphasis is placed on acquiring a range of transferable skills, including Spanish or Portuguese language training and research, writing and presentation skills.

The structure of the MA consists of three compulsory core course units (60 credits), up to four optional course units (totalling 60 credits) and a dissertation (60 credits).

Research Training (30 credits)

Issues and Approaches in Latin American and Caribbean Studies I and II (30 credits)

Up to four further course units including Spanish or Portuguese language (depending on whether 15 or 30 credits), which may or may not be within the pathways below.

Dissertation (60 credits) 12 -15,000 words

This structure offers students considerable flexibility. Within the limits of the range of course units on offer, you can construct a programme suited to your own needs and interests or follow the courses in one of the name pathways, below. Where your interests are not represented in course units offered, but where relevant staff expertise exists, tailor-made Directed Reading course units can be designed (limited to 15 credits). If you are interested in Spanish or Portuguese language, the Programme Director will coordinate the appropriate level of course for you. In all cases you will discuss your choice of course units with the Programme Director, who will be happy to help you put together a coherent programme structure. For further information on Directed Reading and enhanced level three course units, consult the Faculty of Humanities web page:

<http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/guidelinesandpolicydocuments/index.html>

Pathways and optional course units available typically include:

### **Migration and the City**

ULAC 60131 Lost in America

ELAN 60991 Issues and Approaches in Transcultural Societies - Society, Culture and Postcoloniality

SOAN 70782 Black Identity and Culture in Latin America

PLAN 72061 Urban Development Planning in Cities of the South: An International Perspective

PLAN 72072 Best Practice Case Studies in Urban Development Planning in Cities of the South

SOAN 60162 Cities and Migration

### **Multiple Caribbeans**

ULAC 60251	Film, Social Change and Identity in Mexico and Cuba	
AMER 60061	Is America Postcolonial?	
ULAC 60812	Making Modern Mexico	**
SOAN 70782	Black Identity and Culture in Latin America	

### **Questions of Identity**

ULAC 60251	Film, Social Change and Identity in Mexico and Cuba	
SOAN 70782	Black Identity and Culture in Latin America	
ELAN 62002	Spanish as a Pluricentric Language (NB this course unit may not be available 2011-12)	
ULAC 60812	Making Modern Mexico	**
SOAN 60162	Cities and Migration	

### **Histories and Historical Memory**

ULAC 60131	Lost in America	
ULAC 60812	Making Modern Mexico	**
AMER 60062	Is America Postcolonial?	
SOAN 70782	Black Identity and Culture in Latin America	

The dissertation (60 credits) will normally be supervised by an appropriate member of staff in either the School of Arts, Languages and Cultures or the School of Social Sciences (Social Anthropology). Your dissertation will also be specifically within the area designated by the programme and will normally arise out of, and develop on, themes addressed in the taught course units taken. It is expected that you will undertake a dissertation topic that can be supervised from within the expertise of the CLACS Staff.

### **Admissions**

The normal minimum requirement for admission to the MA is an upper second class Honours degree (or its overseas equivalent) in a relevant subject. Prior knowledge of Spanish or Portuguese is not required since set texts and films are also available in English translation. Students who apply from overseas with non-UK qualifications should send a copy of their degree certificate, a transcript of their degree results with an officially authorised translation, and an indication of the marking scale relating to their degree. English language scores of IELTS 7 (with 7.0 in the writing element of the test), TOEFL 600 (paper-based test), TOEFL 250 (computer-based test) or 100 (internet-based test) or a Pearson Test of English (PTE) score of 70 overall (with 70 in the writing element of the test) are required for students whose first language is not English. Candidates interested in MA study should in the first instance contact the Programme Director or the Postgraduate Admissions Officer: [MASALC@manchester.ac.uk](mailto:MASALC@manchester.ac.uk)

### **MA**

**Full- time (the programme lasts for 12 months):**

#### **Both Semesters**

Research Training (30 credits)

#### **Plus:**

**Semester 1** (17 September 2012 – 27 January 2013)

Issues & Approaches I	(15 credits)
Optional course units	(30 credits)

**Semester 2** (28 January 2013 – 7 June 2013)

Issues & Approaches II	(15 credits)
Optional course units	(30 credits)

<b>Dissertation</b> (June 2013 – 2 September 2013)	(60 credits)
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The dissertation submission date for full-time students starting the programme in September 2011 is **2 September 2013**.

**Part-time (the programme lasts for 24 months):**

**Year 1** (17 September 2012 – 7 June 2013)

Issues & Approaches I, Semester 1	(15 credits)
Issues & Approaches II, Semester 2	(15 credits)
Research Training, Semesters 1 and 2	(30 credits)

**Year 2** (16 September 2013 – 8 June 2014)

Optional Course Units, Semester 1	(30 credits)
Optional Course Units, Semester 2	(30 credits)

<b>Dissertation</b> (June 2014 – 1 September 2014)	(60 credits)
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The dissertation submission date for part-time students starting the programme in September 2012 is **1 September 2014**.

**Part-time study**

Part-time study is strongly supported and is actively facilitated in the timetabling of teaching hours for the MA, wherever possible. However, prospective students should note that even part-time study requires a significant commitment of time, and that we do not recommend combining part-time study with a full-time job. If you are considering taking the programme part-time we encourage you to talk to us before you apply, to discuss your options. You should normally arrange with your employer to have at least one working day free per week to study for the MA.

**Teaching and Assessment**

Optional course units are generally taught on a tutorial or seminar basis, with group sizes varying depending on the course unit. Tutorials give the opportunity for intensive scholarly work, with areas of concentration determined by the participants and their individual interests, which can be investigated in considerable depth. Seminars offer more opportunities for developing group work and presentation skills. All course units are assessed by long essays and other marked work, rather than by written examination.

**Coursework Submission and Late Submission Policy**

**Full details on how to submit your work can be found in the School's Postgraduate Taught Handbook.** Please familiarise yourself with the procedures before your submission date.

Some course units may use the online submission facility in BlackBoard called TurnitinUK. If this is the case, the procedures will be explained in advance of the submission date.

Please note that some course units are submitted to other Schools, details are given in the course unit information in Section 4.

For all work to be submitted to the School of Arts, Languages and Cultures, you must submit **two hard copies** of your assessment to the Teaching and Learning Reception, A6 (ground floor) of the Samuel Alexander Building. Please note that the Postgraduate Office (S3.9) is unable to receipt assessed coursework.

In addition, you must submit **one electronic copy** of your work to [salc-assessment@manchester.ac.uk](mailto:salc-assessment@manchester.ac.uk). Electronic copies of your work may be checked for plagiarism and / or word counts. It is also recommended that you keep a copy for yourself in case of loss.

### **Late Submission**

Any assessed coursework submitted after the deadline (5pm on the day of submission) without good cause will incur a penalty determined by the lateness of its arrival:

- **ten marks will be deducted for the first day after the deadline**
- **ten additional marks will be deducted for each day thereafter (including weekends)**

**If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.**

### **School Policy on Word Limits and Penalties for Coursework and Dissertations**

All subject areas have agreed assessment lengths for written assessments (such as essays, reports etc.) within their degree programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.

The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- students must observe the word limit specified for each assessment.  
**THE UPPER LIMIT IS AN ABSOLUTE MAXIMUM AND MUST NOT BE EXCEEDED (THERE IS NO '10% RULE')**
- the word count for each piece of written work must be displayed clearly on the first page
- word count is here defined as including quotations and the footnotes or endnotes in the essay itself. It does not include the bibliography or any appendices. Appendices

are for supporting, illustrative material only; they may not be used to elaborate or extend the argument

- material that exceeds the upper limit will not be read or considered in the marking

It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded. In such cases, markers may request electronic copies of work in order to verify the word count.

MA dissertations must indicate the word count at the bottom of the contents page (see *Guidance notes for the presentation of taught master's dissertations*, 3(b)). All other coursework exercises must indicate the word count at the end of the main body of the text. Students must remember, when calculating word counts using word-processing software, to include footnotes and endnotes in the calculation.

*Failure to indicate the word count, or the provision of a false word count, may lead to disciplinary action.* The School reserves the right to request an electronic copy of any work submitted, so that word counts may be checked by examiners.

When work exceeding the word limit is marked, the mark given on the feedback form will include the appropriate penalty. The examiners' feedback form will indicate how the penalty has been calculated.

### **Extensions to Submission Dates**

Extensions to the submission dates for submitted coursework (assessed essays and dissertations) may be sought where circumstances, outside of students' control, will delay the completion and submission by the published date.

**Please note, individual course unit tutors cannot grant extensions to deadlines.**

Please read the School's policy on Mitigating Circumstances in the Postgraduate Taught Handbook.

## **Aims and Learning Outcomes of the MA in Latin American and Caribbean Studies**

### **Aims**

- To introduce students to key areas of debate in the theory and practice of Latin American and Caribbean Studies, whilst allowing them to study aspects of the subject to a specialist level.
- To encourage the study and analysis of Latin America through an interdisciplinary medium across a range of normally separate disciplines.
- Through reading, the writing of essays, case studies and seminar presentation and discussion, to foster students' skills in analysis, argument, and effective self expression.
- To provide students with a thorough training in research methods.
- To equip students with a range of transferable skills, such as the ability to comprehend and deploy skills in critical analysis, and to deploy a range of approaches and theories in their own work.
- Equip students for further study and research

### **Learning Outcomes**

On successful completion of the programme students will be able to:

- know and understand specific regional and/or thematic and/or methodological specialisms in the area of Latin American and Caribbean Studies;

- know and understand the current debates in the area of Latin American and Caribbean Studies covering issues such as the meanings and limits of culture, *mestizaje*, gender, race, ethnicity, transculturation, and hybridity; area studies, urbanisation and globalization; and historical memory, postcolonialism and subalternism. Considerable emphasis is placed on acquiring an applied and practical understanding of the academic implications of inter-disciplinarity and the transferability of theoretical approaches across academic disciplines in Arts and Social Sciences;
- demonstrate an in-depth knowledge and critical understanding of a chosen research area within Latin American and Caribbean Studies specialism in a number of areas specific to their own interests.

In addition, MA students will undertake a research dissertation which aims to provide the practical grounding in research and in academic writing which will enable them to continue their studies successfully at doctoral level if desired.

**On successful completion of the MA dissertation, students will have demonstrated:**

- an understanding of the issues raised by interdisciplinary cultural studies research;
- the ability to analyse a substantive issue in the area of Latin American and Caribbean Studies demonstrating original thinking and academic rigour in the analysis and treatment;
- independent thinking and effective self-expression.

### **3. MA in Latin American and Caribbean Studies - Core Course Units**

The three core course units, Issues and Approaches in Latin American and Caribbean Studies I and II and Research Training, make up the compulsory element of the MA Latin American and Caribbean Studies programme.

#### **ULAC 61011/60022: Issues and Approaches in Latin American and Caribbean Studies I & II**

This course unit is intended as an introduction to Latin American Studies through an examination of key issues and debates that structure the field. It is designed for students from a range of disciplinary backgrounds, and looks not only at the theoretical issues but also at case studies through which to explain and test these theoretical approaches. The course units cover approaches and debates produced in (not simply about) Latin America. In the core course units, there is equal concern with what lies behind the various debates and approaches in the field and with what remains open and still to be determined. Students will be challenged to consider the range of ways in which they may put what they are learning to use in their own work.

In the first semester, the course unit will examine concepts such as gender, resistance and historical memory through particular case studies. In the second semester, after the first section on the meaning and limits of culture, the course unit focuses on culture in the national frame, before moving on to issues of mixture and hybridity and then to transnational processes. As well as reading texts, the course units will also include some use of visual material both as illustration and as a tool of analysis along with consideration of the role of music and literature in social and political life.

Sample readings:

Ana Del Sarto, Alicia Ríos and Abril Trigo (eds.) (2004) *The Latin American Cultural Studies Reader*. Durham and London: Duke University Press.

David Guss (2000), *The festive state: race, ethnicity, and nationalism as cultural performance*. Berkeley: University of California Press, 2000.

David Morley and Kuan-Hsing Chen (eds.) (1996) *Stuart Hall: Critical dialogues in Cultural*

*Studies*. London: Routledge.

William Rowe and Vivian Schelling (1991) *Memory and modernity: popular culture in Latin America*. London: Verso.

**Teaching:** Both semesters, one seminar per week, Mondays 11am – 1pm

**Assessment:** Two essays of 4,000 words, one each per course unit to be submitted by the end of semester deadline. Semester 1 Tuesday 15 January 2013, Semester 2 Tuesday 14 May 2013

**Credits:** 15 credits per course unit (30 in total)

**Tutor:** Dr Parvathi Kumaraswami (Semester 1)  
Professor Peter Wade (Semester 2)

### **LALC 61000: Research Training in Latin American and Caribbean Studies**

This unit will provide a practical framework through which students can develop advanced independent research skills relevant to their study of Latin America and the Caribbean.

Through a structured series of themed workshops, students will be introduced to various methodological problems which define academic research and equipped with a toolkit with which to deal with them. At all times, the course seeks to develop students' research competencies, with specific reference to their areas of specialization, and with the MA dissertation in mind. The course will cover such areas as library and bibliographical skills, referencing conventions, the development of research questions, and advanced academic writing, and their application to the dissertation. A central aim of the sessions and associated assessment will be to encourage students to develop the critical perspective on their academic field necessary at Masters level. In addition, the compilation of a research portfolio will foster self-reflection and evidence a range of transferable skills.

Reading lists and other materials will be supplied by individual tutors.

**Teaching:** Core Weekly seminars and workshops of two hours will be provided in semester 1, supplemented by subject-specific supervision and additional training sessions chosen by the student. In addition, all students are required to attend a Personal Development Plan meeting with their Personal Tutor at the beginning of the semester. Attendance at this meeting is compulsory for satisfactory completion of the course unit.

**Assessment:** An annotated bibliography to be submitted by **Date in December 2012 to be confirmed** (20%), a book review of 1,000 words to be submitted by **Date in March 2013** to be confirmed (30%) and a comparative book review of 1,500 words to be submitted by **Date in April 2013** to be confirmed (50%). In addition, a portfolio of short exercises and self-reflective tasks is to be submitted by Date in **May 2013** to be confirmed (pass/fail).

**Credits:** 30

**Tutors:** Dr Guyda Armstrong and others

## **4. MA in Latin American and Caribbean Studies – Optional Course Units**

### **ULAC 60251: Film, Social Change and Identity in Mexico and Cuba**

This course unit examines the ways in which a selection of representative films of and about the period 1910-2010 in Cuba and Mexico represent social and personal histories in times of profound change. It also examines the effects that socio-political revolution has on film

production, and film production on socio-political revolution, and identifies key areas of productive exchange and tension between cultural products, the industries that support and regulate them and the personal and social discourses that are reproduced and contested in these exchanges.

**Texts will include:**

(films)

*María Candelaria* (dir. Emilio Fernández, México, 1944)

*Amores perros* (dir. Alejandro González Iñárritu, México, 2000)

*Y tu mamá también* (dir. Alfonso Cuarón, 2001)

*Memorias del Subdesarrollo* (dir. Tomás Gutiérrez Alea, 1968)

*Fresa y Chocolate* (dirs. Tomás Gutiérrez Alea and Juan Carlos Tabío, 1993)

*Suite Habana* (dir. Fernando Pérez, 2003)

(reading)

Michael Chanan (2004) *Cuban Cinema*. Minneapolis/London: University of Minnesota Press.

Andrea Noble (2005) *Mexican National Cinema*. London and New York: Routledge.

Deborah Shaw (2003) *Contemporary Cinema of Latin America. 10 Key Films*. London and New York: Continuum.

**Teaching:** Semester 1, mixed lectures/seminars: 2 hours fortnightly, Tuesday 2pm-4pm

**Assessment:** One essay of 4,000 words, with accompanying bibliography and filmography (100%), to be submitted **Tuesday 15 January 2013**.

**Credits:** 15

**Tutors:** Dr Parvathi Kumaraswami and Professor Chris Perriam

**ELAN 60991 Issues and Approaches in Transcultural Studies: Society, Culture and Coloniality**

The aim of this course unit is to provide an overview of issues and approaches in Transcultural Studies by giving students an understanding of the relationship between culture, society and coloniality. Particular emphasis will be on debates on the nexus between modernity and coloniality, differences between postcolonial and decolonial approaches; border epistemology and decolonial feminism. This will be approached by working with examples of Latin American migration to Spain and the United States; and the Mexican-USA border. This will enable students to develop a comparative approach to understanding transnational processes and their local cultural articulations in terms of transculturation.

**Readings will include:**

Quijano, Aníbal (2008) 'Coloniality of Power, Eurocentrism, and Social Classification', in *Coloniality at Large*, edited by Mabel Moraña, Enrique Dussel, and Carlos A. Jáuregui. Durham: Duke University Press, 181-224.

Castro-Gómez, Santiago (2008) '(Post) Coloniality for Dummies: Latin American Perspectives on Modernity, Coloniality and the Geopolitics of Knowledge', in *Coloniality at Large*, edited by Mabel Moraña, Enrique Dussel, and Carlos A. Jáuregui. Durham: Duke University Press, 259-285.

Dussel, Enrique (1995) *The Invention of the Américas: Eclipse of the 'Other' and the Myth of Modernity*. New York: Continuum.

Coronil, Fernando (2008) 'Elephants in the Américas? Latin American Postcolonial Studies and Global Decolonization', in *Coloniality at Large*, edited by Mabel Moraña, Enrique Dussel, and Carlos A. Jáuregui. Durham: Duke University Press, 396-416.

Anzaldúa, Gloria (1987) *Borderlands La Frontera*. San Francisco: Aunt Lute Books .

**Teaching:** Semester 1, one 2 hour seminar fortnightly, Monday 3pm-5pm

**Assessment:** One essay of 4,000 words to be submitted by **Tuesday 15 January 2013**.

**Credits:** 15  
**Tutor:** Dr Encarnación Gutiérrez Rodríguez

**ELAN 62002: Spanish as a Pluricentric Language**  
**NB: THIS COURSE UNIT MAY NOT BE AVAILABLE IN 2012-2013**

This course unit addresses issues of linguistic standardisation and the effects of the media in this respect. It explores whether Spanish can be called a pluricentric language with different norms for the various linguistic spaces under discussion. The course unit examines the extension of the Spanish language throughout four continents and its status in different cultural contexts. Whereas the Castilian standard put forward by the Real Academia has long been the centre for standardisation and status planning for the Spanish-speaking world, today the language of the media (as used, for example, in *telenovelas* broadcast internationally), or the *norma culta* of different urban centres in Latin America, provide alternative role models for language usage that have changed the map of Spanish sociolinguistics.

The status of different varieties of Spanish, and their embedding in a specific cultural context, is explored with reference to different situations of migration and resulting contact situations, e.g. the growing number of Spanish speakers in the USA, or internal migration in Latin America, which brings different varieties of Spanish and Amerindian languages to the urban centres. The role of language travelling through people and the media is also discussed, with particular reference to the effects of international media products on language.

**Readings will include:**

- M. Clyne (ed) (2002) *Pluricentric Languages: Differing Norms in Different Nations*. Berlin and New York: Mouton de Gruyter.  
Rosenblat (1970) *El castellano de España y el castellano de América: unidad y diferenciación*. Madrid: Taurus.  
J. del Valle & L. Gabriel-Stheeman (eds) (2002) *The Battle over Spanish between 1800 and 2000: Language ideologies and Hispanic Intellectuals*. London; New York: Routledge.

**Teaching:** Semester 2, one seminar/lecture per week, to be confirmed  
**Assessment:** One essay of 4,000 words to be submitted **Tuesday 14 May 2013**.  
**Credits:** 15  
**Tutor:** Dr Iris Bachmann

**ULAC 60812 Making Modern Mexico**

This course examines the history of Mexico, as it was geographically at the time of independence, as a history of shifting borders and movements of people. Movement of people and the border had been one of the defining themes in Mexican history, from the loss of half of the national territory to the United States in 1848 to the long-term migrations north for economic reasons. Human movement takes little notice of the shifting political boundaries, and this course addresses both internal and 'external' migration, from population displacement due to warfare to the explosion of megacities like Mexico City. It also examines movements of people across the border, a diving line that nonetheless ignores the economic interdependency on both sides. The course will focus on cases from different regions of Mexico (Texas and Baja California; Mexico City; Oaxaca) and from different chronological moments from before independence to the present day, so that human movement is always understood within its particular historical context.

**Readings will include:**

(films)

*Lone Star*, Jonathon Sayles director, 1996

(reading)

*Beautiful Flowers of the Maquiladora: Life Histories of Women Workers in Tijuana*, Norma Iglesias Prieto, Translated by Michael Stone with Gabrielle Winkler, Foreword by Henry Selby (University of Texas Press)

*Thread of Blood: Colonialism, Revolution, and Gender on Mexico's Northern Frontier*, Ana María Alonso (University of Arizona Press)

Robert R. Alvarez, Jr., *Familia Migration and Adaptation in Baja and Alta California, 1880-1975* Foreword by Renato Rosaldo. (University of California Press)

Pierrette Hondagneu-Sotelo, *Doméstica Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (University of California Press)

**Teaching:** Semester 2, mixed lectures/seminars: 2 hours weekly, Thursday 9am-11am

**Assessment:** One class presentation on research topic, plus dossier with presentation materials and bibliography (25%), leading to One 3000-word research essay (75%), to be submitted **Tuesday 14 May 2013.**

**Credits:** 15

**Tutors:** Dr Patience Schell

### **AMER 60061 Is American Postcolonial?**

This course will interrogate the applicability of theories of postcoloniality to the United States, from the onset of the American Revolution to the Civil War. We will examine questions of internal colonialism (in relation to westward expansion and regional differentiation), racial formation (indigenous and settler populations; forced and voluntary migration), and the development of an American national identity over the course of a century in which the United States moved from a set of colonies to a united nation, fought a civil war over questions of race and region, and was poised to become a global colonising power. Questions to be examined include, but are not limited to, the following: What is "America"/the "United States"? Was the American Revolution a colonial struggle comparable to wars of liberation in nineteenth- and twentieth-century Asia and Africa? Was the Civil War a postcolonial war? Is America "exceptional" in world history? How does the existence of an enslaved population neither indigenous (Native American) or settler (European) complicate the colonial and postcolonial history of America?

#### **Readings will include:**

Robert J. Allison (2000) *The Crescent Obscured: The United States and the Muslim World, 1776-1815*. Chicago: University of Chicago Press.

Jesse Aleman, 'The Other Country: Mexico, the United States, and the Gothic History of Conquest', *American Literary History* 18 (2006): 406-426.

Eva Cherniavsky (1996) 'Subaltern Studies in a U.S. Frame', *boundary 2*(23): 85-110

Joan Dayan (2001) 'Legal Slaves and Civil Bodies', *Nepantla* 2: 3-39

Jane Tompkins, "Indians": Textualism, Morality, and the Problem of History'

([http://omni.cc.purdue.edu/~sbenning/el102c/Indians\\_Essay/Indians.html](http://omni.cc.purdue.edu/~sbenning/el102c/Indians_Essay/Indians.html))

**Teaching:** Semester 1, one lecture/seminar weekly, Thursday 10am-12pm

**Assessment:** One essay of 4,000 words to be submitted **Tuesday 15 January 2013.**  
**Credits:** 15  
**Tutors:** Dr Natalie Zacek

### **SOAN 70782: Black Identity and Culture in Latin America**

Many Latin American countries have substantial black populations which have been both central to and marginalised by nationalist ideologies. In some countries, “blackness” has recently been officially recognised. This course unit pays some attention to colonial and nineteenth-century background, before focussing centrally on twentieth-and twenty-first century social relations involving “race” and on Afro-Latin cultures (including emphasis on Afro-Latin music) and black identities. Their place in national ideologies, politics and social movements is examined and transnational and diasporic dimensions to blackness and black culture are also addressed.

Readings will include:

P. Wade, *Race and Ethnicity in Latin America*

N. Whitten and A. Torres, *Blackness in Latin America and the Caribbean.*

**Teaching:** Semester 2, one seminar/lecture per week, to be agreed with the course unit tutor.

**Assessment:** One essay of 4,000 words

**Please contact Vickie Roche, Postgraduate Administrator, Social Anthropology, for clarification on the assessment deadline, email [vickie.roche@manchester.ac.uk](mailto:vickie.roche@manchester.ac.uk)**

**Please note that the coursework for this unit is submitted to the School of Social Sciences Postgraduate Office, 2<sup>nd</sup> Floor, Arthur Lewis Building.**

**Credits:** 15

**Tutor:** Professor Peter Wade

**N.B. This course unit is usually offered to MA LACS students as a directed reading course unit, in agreement with the course unit tutor.**

### **ULAC 60131 Lost in Latin America**

Lost cities and civilisations and the stories surrounding them have persisted throughout the history of Latin America: from the moment of the Conquest people began to speak of the lost city of El Dorado; in more recent times, deforestation and disease in the Amazon have resulted in talk of a ‘lost paradise’. To reflect on these tropes of misplacement and disappearance this unit will focus on twentieth-century European and U.S. visions of Latin America. Through analysis of a variety of texts, which might include novels, travel writing, journalism, historical accounts, anthropological studies and films, the aim will be to examine critically the reasons for – and uses of – this association with lost places and peoples. Not only will the unit establish who has mislaid what in these texts but it will also ask whether Latin America can be thought of more broadly in terms of loss.

Readings will include:

Chambi, Martín. (1993) *Photographs 1920-1950*. Washington and London: Smithsonian Press.

Grandin, Greg. (2010) *Fordlandia*. London: Icon.

Nugent, Stephen. (2007) *Scoping the Amazon*. Walnut Creek: Left Coast Press.

Aguirre (1972, dir. Werner Herzog)

*The Emerald Forest* (1985, dir. John Boorman)

**Teaching:** Semester 1, lecture/seminar, 2 hours fortnightly, Thursday 10am-12pm

**Assessment:** One essay of 3,500 words to be submitted **Tuesday 15 January 2013**. (75%) and one presentation/chaired discussion (25%), date to be confirmed.  
**Credits:** 15  
**Tutor:** Dr James Scorer

### **SOAN 60162 Cities and Migration: The Ethnography of Cities**

The course has the following aims:

(1) to contribute a new anthropological perspective on urban life by looking at ethnographies done in cities and about cities, bringing together the study of cities as structures, environments, and regimes of daily life and the study of different social groups who settle in and reshape the city.

(2) to develop an anthropological perspective on social groups and cities that moves beyond the prevalent modes used in urban anthropology including multiculturalism, social cohesion, ethnic enclaves, self-segregation, and community.

(3) to explore the relationship between various social groups (immigrants, middle class, youth, etc..) and cities of different regional, national, and global positioning.

**Teaching:** Semester 2, one seminar/lecture per week, Thursday 3-6pm  
**Assessment:** Essay – 4000 words for MA LACS students (100%)  
**Please contact Vickie Roche, Postgraduate Administrator, Social Anthropology, for clarification on the assessment deadline, email [vickie.roche@manchester.ac.uk](mailto:vickie.roche@manchester.ac.uk)**  
**Please note that the coursework for this unit is submitted to the School of Social Sciences Postgraduate Office, 2<sup>nd</sup> Floor, Arthur Lewis Building.**

**Credits:** 15  
**Tutor:** Dr Angela Torresan

### **PLAN 72061 Urban Development Planning in Cities of the South: An International Perspective**

The aims of this course unit are: to compare international theoretical perspectives on cities, in order to understand how different conceptual approaches influence urban planning practice in the global South; to understand the key issues affecting global Southern cities, including access to land and housing; infrastructure provision; insecurity and violence; and the effects of climate change and disasters; to explore how successful different urban planning approaches are in addressing these issues and promoting more equitable and sustainable forms of urban development, including action planning; urban spatial transformation; and an asset-based approach to poverty reduction.

Readings will include:

N. Hamdi (2004) *Small Change: About the Art of Practice and the Limits of Planning in Cities*. Earthscan: London.

C. Moser (2004) 'Urban violence and insecurity: an introductory roadmap', *Environment and Urbanization*, 16: 3-16.

C. Moser (2009) *Ordinary Families, Extraordinary Lives: Assets and Poverty Reduction in Guayaquil, 1978-2004*. The Brookings Institution: Washington.

A. Stein and A. Vance (2008) 'The role of housing finance in addressing the needs of the urban poor: lessons from Central America', *Environment and Urbanization*, 20 (1): 13-30.

- Teaching:** Semester 1, one two hour session per week, Tuesday 9am-11am. Please contact the course unit tutor for further details.
- Assessment:** Group presentation (25%) and 3000 word written essay (75%).  
**Please contact Emma Moores, Programme Administrator, School of Environment and Development, for clarification on the assessment deadline, email [emma.moores@manchester.ac.uk](mailto:emma.moores@manchester.ac.uk)**  
**Please note that the coursework for this unit is submitted to the School of Environment and Development in the Arthur Lewis Building. Please contact Emma Moores for confirmation of where this coursework should be submitted.**
- Credits:** 15
- Tutor:** Dr Melanie Lombard

### **PLAN72072 Best Practice Case Studies in Urban Development Planning in Cities of the South**

The aims of this course unit are to examine urban planning practice that enables local governments, NGOs, financial institutions and civil society organizations to confront the increasing levels of poverty and inequality, and disaster risk associated with climate change in some cities in the South; to explore the extent to which *ex-ante* and *ex-post* assessments of public interventions are able to address urban residential segregation and inequalities, and the ways in which poverty maps drawn from secondary data (e.g. national census or national household surveys) are employed as planning tools to those ends; to provide practical guidance on mainstreaming climate change adaptation into different planning and programmatic interventions and institutional frameworks, in order to build long-term resilience in cities affected by climate change and provide knowledge and practical skills for establishing financially inclusive systems for housing improvements and the introduction of infrastructure and basic services in small and medium size cities.

#### **Readings will include:**

- C. de la Espriella (2009) 'A Technique for Small Geographical Scale Poverty Analyses: Its Application in the Case of Liberia, Costa Rica', *Urban Studies*, Vol. 46 (11): 2399-2421.
- H. Jabeen *et al* (2009) *Built-in resilience: Learning from grassroots coping strategies to climate variability*, paper presented at the Urban Research Symposium 2009, Marseille, [www.urs2009.net/docs/papers/Jabeen.pdf](http://www.urs2009.net/docs/papers/Jabeen.pdf).
- N. Hamdi (2004) *Small change: About the art of practice and the limits of planning in cities*. Earthscan: London.
- C. Moser and A. Stein (2010) Implementing Urban Participatory Climate Change Adaptation Appraisals: A Methodological Guideline', *Global Urban Research Centre Working Paper No. 5*, University of Manchester, Manchester, [http://www.sed.manchester.ac.uk/research/gurc/documents/GURC\\_wp5.pdf](http://www.sed.manchester.ac.uk/research/gurc/documents/GURC_wp5.pdf)
- A. Stein (2010) *Urban Poverty, social exclusion and social housing finance: the case of PRODEL in Nicaragua*, Thesis No. 7, HDM, Lund University, Lund.

- Teaching:** Semester 2, two hours per week, Thursday 2pm-6pm. Please contact the course unit tutor for further details.
- Assessment:** Group work; peer review: oral presentations of written essay summary, and written essay. Workshop and group assignment (60%) and individual essay (40%). Please contact the course unit tutor for further details.  
**Coursework to be submitted electronically.**  
**Please contact Emma Moores, Programme Administrator, School of Environment and Development, for clarification on the assessment deadline, email [emma.moores@manchester.ac.uk](mailto:emma.moores@manchester.ac.uk)**  
**Please note that the coursework for this unit is submitted to the School of Environment and Development in the Arthur Lewis**

**Building. Please contact Emma Moores for confirmation of where and how this coursework should be submitted.**

***Credits:***  
***Tutor:***

15  
Dr Alfredo Stein