

Geography 27100 – Syllabus Geography of South America

Fall 2024

Instructor: Coline Chevrin
Email: cchevrin@gradcenter.cuny.edu

Schedule: Tuesdays and Fridays 10 am – 11:15 am

Classroom: North Bldg 1022

Office hours: On demand by email

Course Overview

Travelling through space and time, the course will introduce you to South America's spatial processes focusing on geographies of dispossession and resistance. We will particularly pay attention to the following themes:

- Democracy and Human Rights
- Uneven Development and the Spatial, Racial and Gendered division of work
- Political Ecologies and Environmental Conflicts
- Geography of Mobilities and Cities

The course will develop a spatial approach to understand the trajectory of these issues, as well as to articulate their manifestations from the local to the global scale. We will try to understand what political, social, environmental and cultural ruptures and continuities constitute South America as a region.

Course objectives:

By the end of the course you will be able to:

1. Understand the geography of colonial legacy in South America, its political, economic and social impacts.
2. Analyze ruptures and continuities of the processes of independence throughout the continent and understand South America's structural role in the different phases of globalization in terms of labor division, natural resources, knowledge production, human rights and migrations.
3. Identify how categories such as race, class, gender can impact those issues specifically.
4. Engage critically with development patterns and projects emerging from the different countries as a response to those challenges.

Learning outcomes:

By the end of the course you will have learned to:

1. Use fundamental geographical concepts (e.g. scale, place, space, region, borders) to analyze an issue

2. Use geographical methods (thematic maps, population pyramids, interactive digital maps) in order to develop your arguments.
3. Establish a research question to work on for an essay
4. Find and mobilize reliable sources to sustain your arguments and research

Email Policy

I encourage you to email me with any questions about the class.

Please remember that you are required to indicate a subject and to redact your email in a formal way (be specific, make sure your questions are clear, make sure you have read the information on Blackboard before emailing). Please keep in mind that professionalism is expected in the communication through email (I encourage you to check the website [netiquette](#) if you have any doubt).

Required Textbook

There is no required textbook for this class. The material will all be available on Blackboard.

Grading

Final grades for the course will be determined according to the following percentages:

Participation (10%)

Class participation begins with attending classes – life happens, so students will have the possibility to miss two classes during the semester (make sure to let me know beforehand if possible). You will have to attend and engage in the discussions. Each class will be introduced by a student speaking about a news topic of his choice concerning the region.

Classes from Sept. 11 to 30 will be held virtually on zoom.

Quizzes (30%)

There will be 4 short quizzes during the semester. The quizzes will be multiple choice and will cover the material and topics discussed in class. They will be accessible on Blackboard for an hour over a period of 48 hours.

Group Assignment (30%)

There will be one group assignment on a special topic. The guidelines for the assignment will be available on Blackboard. Groups will present their work in class.

Final Essay (30%)

Write a short essay on a topic of your choice. The essay must focus on some of the current issues mentioned in class.

You will develop your essay following 4 different steps with feedback throughout the class.

- **Step 1: Selection of a topic.** Choose a conflict or an issue linked to one of the course modules. What is the issue? What is the problem and its impacts? How does it relate to the modules of the course? **Formulate a general question that will guide your reflection on the topic.** (5%)

- **Step 2: Frame the scale and history of the conflict.** You should include a title, the revised paragraph around part 1 of the essay INCLUDING THE QUESTION you will be addressing and add a paragraph with the following information: Since when is this issue relevant? Where is the issue happening and is it linked to other regions? (5%)
- **Step 3: List 3 resources that you will use.** Find two academic resources and one non-academic. Organize it in a bibliography using MLA, Chicago or APA style. Check how to correctly cite resources here: <https://libguides.library.hunter.cuny.edu/citationmanagement/start-here> (5%)
- **Step 4: Map the actors involved.** How is involved in the issue? What are their positions? What is their scope of action? What sector are they from (Public, private, civil society?) Organize a list of people, institutions, organizations, companies and governments involved and find a creative way to visualize them (5%)
- **FINAL ESSAY: Write a short essay articulating your previous progress.** Organize your arguments around a main question and take a position. (1800 - 2000 words)

You will have to use knowledge from the class and other resources in order to develop articulated arguments. You will develop your essay following different steps with feedback throughout the class. The essay needs to be analytic, and for this reason it is preferable to pick an issue that is not too descriptive. It can address social, political, cultural, economic, and environmental phenomenon. The essay has to explain the roots of the issues, its current development and impacts. It needs to link the issue with the dynamics and mobilize some of the most important concepts discussed in class.

Using the information you have gathered during the semester and to build the 4 initial steps of the essay, write a brief text to answer the question you have formulated about the topic you chose. You should try to mobilize ideas, concepts, resources and methods seen in class. Remember to be analytical and argumentative, to be specific and to use accurate data and examples. (Min 1800 words - Max 2000 words)

It will be the opportunity to evaluate your capacity to develop critical thinking on a specific topic. The essay will have to be turned in through Blackboard.

You can consult this page for tips on academic writing here:

<https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1>

You can consult these resources on how to reference and create a correct bibliography:

<https://www.hunter.cuny.edu/rwc/resources/writing-tools-and-references>

Final feedback (Mandatory to validate the course but not graded)

You will have to do a short critical analysis of the semester to validate the course.

Unless for a justified reason (documented medical emergency for example), there will be no individual extension for assignments, quizzes or essays). There will be no extra credit given for this course.

Policy on the Giving of IN as a Grade

No incompletes (IN) for this course are given unless there are exceptional and documented individual circumstances. If you miss an exam, you must provide a documented reason and make arrangements to

make up the work. If you have a documented extended absence due to illness or family emergency, you must make arrangements to complete an appropriate alternative assignment to the in-class discussions.

Credit/No Credit Policy

To receive a CR/NC you must have completed all course requirements (exams, quizzes, etc.) and request the CR/NC option prior to beginning the final exam. Based on your final score you will be assigned a letter grade based on the numerical standards that can be found on the Hunter College homepage at <http://www.hunter.cuny.edu/advising/how-to/file-credit-no-credit-cr-nc> (where you can also download a copy of the Credit/No Credit form) or in the undergraduate catalog at <http://catalog.hunter.cuny.edu/content.php?catoid=37&navoid=10489>.

Learning Environment:

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with your legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

You are expected to treat your instructor and all other participants in the course with courtesy and respect in all interactions (Zoom sessions, discussion board, emails). Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities).

Hunter College Policy on Academic Integrity:

Hunter College regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Hunter College's Policy on Students with Disabilities:

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call (212- 772- 4857)/TTY (212- 650- 3230).

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment

retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444)

All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry 5 (colleen.barr7@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

Policy on Sexual Misconduct can be found at <http://www.hunter.cuny.edu/diversityandcompliance/title-ix>

Preferred Gender Pronoun

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

Mental Health:

If you or someone you know is experiencing distress, there are resources available at Hunter College to assist you. The Counseling and Wellness Services division at Student Affairs offer free and confidential short-term counseling to students. Please visit their website for all contact information: <http://www.hunter.cuny.edu/cws/counselingservices/welcome>.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Updates will be posted regularly on Blackboard.

Class Schedule

08/30 Intro Class:

Course presentation

Class Activity: This is not America

Residente (Director). (2022, March 17). *Residente—This is Not America (Official Video) ft. Ibeyi*.

<https://www.youtube.com/watch?v=GK87AKIPyZY>

09/03 Class 1 – The “discovery” of a continent. Different narratives

Class Intro:

- Joaquín Torres-García, *Inverted America*
- The San Ignacio Jesuit Missions

Chasteen, J. C. (2016). Countercurrents: Friar Bartolome de Las casas in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. p. 50-53. W. W. Norton & Company.

Jackiewicz, E. L., & Bosco, F. J. (2020). Introduction The Making of a Region. Five Hundred Years of Change from Within and Without, *Placing Latin America: Contemporary Themes in Geography*. p. 26-30. Rowman & Littlefield.

Class Activity: Guaman Poma

Lauren Kilroy-Ewbank, *Guaman Poma and The First New Chronicle and Good Government (article) |*

Khan Academy. (n.d.). Retrieved March 20, 2024, from

<https://www.khanacademy.org/humanities/art-americas/new-spain/viceroyalty-peru/a/guaman-poma-the-first-new-chronicle>

Felipe Guaman Poma de Ayala | Engineering the Inka Empire. (n.d.). Retrieved March 20, 2024, from

<https://americanindian.si.edu/inkaroad/engineering/activity/felipe-guaman-poma-de-ayala.html>

09/06 Class 2 – The invention of Race: the Casta Paintings

Class Intro:

- Victoria Santa Cruz, Me gritaron negra
- Martín Chambi and the Indigenismo Movement of Peru

Lauren G. Kilroy-Ewbank, *Casta paintings: Spaniard and Indian Produce a Mestizo (article)* | Khan Academy. (n.d.). Retrieved March 20, 2024, from <https://www.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/colonial-americas/a/spaniard-and-indian-produce-a-mestizo-attributed-to-juan-rodriguez>

Class activity: Casta Paintings

Pride and anxiety in New Spain: Francisco Clapera, set of sixteen Casta paintings, c. 1775—YouTube. (2018) https://www.youtube.com/watch?v=Opdr_qnGPcw&t=89s

09/10 Class 3 – Colonial Economics

Class Intro:

- San Luis Potosi
- The story of the Gauchito Gil

Chasteen, J. C. (2016). Chapter “Colonial Crucible” and “Colonial Economics” in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. p.55-61. W. W. Norton & Company.

Galeano, E. (1997). The Silver Cycle: The Splendors Of Potosi and Spain Owned The Cow, Others Drank The Milk, in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. p.20-25 Monthly Review Press.

Class activity: Eduardo Galeano

The World Today with Tariq Ali (Director). (2015, August 4). *The World Today—EDUARDO GALEANO REMEMBERED*. <https://www.youtube.com/watch?v=oQuKhGZroM8>

09/13 Class 4 – Rebellions and practice of freedom

Class Intro:

- The conquest of the desert and the Mapuche Malón

- Colombian Bullerengue

Chasteen, J. C. (2016). Countercurrents: Colonial Rebellions in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. p.91-93. W. W. Norton & Company.

Galeano, E. (1997). The Militant Memory Of Tupac Amaru, in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. pp 42-46. Monthly Review Press.

Class activity: Tupac Amaru

La “gran rebelión” de Túpac Amaru—YouTube. (n.d.).

<https://www.youtube.com/watch?v=21Z65dzWtNQ>

09/17 Class 5 – Incomplete Revolutions

Class Intro:

- Juana de Azurduy
- María Remedios del Valle

Chasteen, J. C. (2016). Intro Independence and Unfinished Revolutions in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. p.95-96 and 115-120 and 127-129. W. W. Norton & Company.

Keen, B., & Haynes, K. A. (2012). The liberation of South America in *A History of Latin America Vol. 1*. p.162-170. Wadsworth Cengage Learning.

Activity: Latin American Revolutions

CrashCourse (Director). (2012, August 23). *Latin American Revolutions: Crash Course World History*

#31. <https://www.youtube.com/watch?v=ZBw35Ze3bg8>

09/20 Class 6 – Freedom is a place: quilombolas of Brazil

Class Intro:

- Capoeira dance
- Candomble religion

Andrade, L. (n.d.). Quilombolas Communities in Brazil. *Comissão Pró-Índio de São Paulo*. Retrieved March 20, 2024, from <https://cpisp.org.br/direitosquilombolas/observatorio-terras-quilombolas/quilombolas-communities-in-brazil/>

Paula Ramón, *Their identity was forged through resistance: Inside the lives of Brazil's quilombos*, *National Geographic*, (March 14th, 2022). Retrieved March 20, 2024, from <https://www.nationalgeographic.com/history/article/their-identity-was-forged-through-resistance-inside-the-lives-of-brazils-quilombos>

Class Activity: Quilombos fight for land titles

If Not Us Then Who? (2016, August 9). *Freedom—Quilombo Land Title Struggle in Brazil—Brazil*.

<https://www.youtube.com/watch?v=evVzfNhSFLw>

09/24 Class 7 – Neocolonialism and the Monroe doctrine

Class Intro:

- Railroads workers and the creation football clubs
- United Fruit Company in Colombia

Galeano, E. (1997). King Sugar and Other Agricultural Monarchs, in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. p. 59-64. Monthly Review Press.

Keen, B., & Haynes, K. A. (2012). The New Colonialism in *A History of Latin America Vol. 1*. p.244-247. Wadsworth Cengage Learning.

Class activity: The Monroe Doctrine

Monroe Doctrine—US Foreign Policy, Latin America, Expansion | Britannica. (n.d.). Retrieved March 20, 2024, from <https://www.britannica.com/event/Monroe-Doctrine/Application-and-extension-of-the-Monroe-Doctrine>

09/27 Class 8 – Dependency and import substitution

Class Intro:

- Antonio Berni and his painting The Demonstration
- Getulio Vargas

Chasteen, J. C. (2016). ISI and Activist Governments of the 1930s in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. p.249-250. W. W. Norton & Company.

Class Activity: A critical approach on the concept of development

10/01 Class 9 – Populism and the irruption of the working class

Intro:

- The creation of Brasilia
- Eva Peron

Chasteen, J. C. (2016). Post World War II Populism in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. pp.263-265 and 269-274. W. W. Norton & Company.

Populism in Latin America https://www.youtube.com/watch?v=ch_Po-iyPTI

Class exercise - Role of the radio?

10/04 NO CLASS

10/08 Class 10 – Revolutionary movements, dictatorships and the disappearance of a generation

Intro:

- Victor Jara
- The Chicago Boys

Chasteen, J. C. (2016). Countercurrents: Liberation theology in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. p.293-295. W. W. Norton & Company.

Chasteen, J. C. (2016). The Cuban Revolution in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. 282-283. W. W. Norton & Company

The 50th anniversary of Salvador Allende's election victory Archives. (n.d.). *Foundation for European Progressive Studies*. <https://feps-europe.eu/dossier/salvador-allende/>

Class exercise: Mothers of the Plaza de Mayo

The New York Times (Director). (2015, October 12). *Where Is My Grandchild? | Retro Report | The New York Times*. <https://www.youtube.com/watch?v=UMTzJXrmwMA>

10/11 – NO CLASS

10/15 MONDAY SCHEDULE

10/18 Class 11 – Colombia and the permanent guerrilla

Class Intro:

- Gabriel Garcia Marquez
- Pablo Escobar

Chasteen, J. C. (2016). La violencia, Pablo Escobar, and Colombia's long torment in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. p.324-327. W. W. Norton & Company.

J. Turkewitz , *Five Years After Peace Deal, Colombia Is Running Out of Time, Experts Say*. *The New York Times*. (Sep 26th, 2021). <https://www.nytimes.com/2021/09/26/world/americas/colombia-peace-deal-farc.html>

Class activity: The role of women in peace processes

United Nations (2017, February 21). *Women And The Colombia Peace Accord*.

<https://www.youtube.com/watch?v=cXBENqUFUCw>

10/22 Class 12 - Deconstructing the state – Lost Decade and debt crisis

Class Intro

- International Monetary Fund
- The piquetero movement of Argentina

Chasteen, J. C. (2016). Neoliberalism and beyond in *Born in Blood and Fire: A Concise History of Latin America, Fourth Edition*. p.329-339. W. W. Norton & Company.

L. Cholakian Herrera and J. J. Relmucao, *Argentina 20 Years After La Crisis del 2001*. (April 1st, 2021).

NACLA. <https://nacla.org/argentina-20-years-after-la-crisis-del-2001>

Class exercise: Argentina's debt crisis

Argentina debt: Does IMF offer a path to financial stability? | Counting the Cost. (n.d.).

<https://www.youtube.com/watch?v=OYzel062HWg>

10/25 Class 13 – Privatizations and popular struggles: the water war of Bolivia

Class Intro:

- The tradition of coca leaves
- Evo Morales

W. Finnigan, *Leasing the Rain* | *The New Yorker*. (March 31, 2022).

<https://www.newyorker.com/magazine/2002/04/08/leasing-the-rain>

Watch the movie *Even the Rain* (Spanish: También la lluvia) directed by Icíar Bollaín (available on Netflix).

Class Activity: The Abuela Grillo

Denis Chapon. (2010, November 4). *Abuela Grillo*.

https://www.youtube.com/watch?v=AXz4XPuB_BM

10/29 Class 14 – The Pink Tide

Class Intro:

- Luis Ignacio “Lula” Da Silva
- Lava Jato Scandal

Encarnación, O. G. (May 9, 2018). *The Rise and Fall of the Latin American Left*, *The Nation*

<https://www.thenation.com/article/archive/the-ebb-and-flow-of-latin-americas-pink-tide/>

M. Szerszen, *To what extent did the post-2000 Pink Tide governments tackle the structural problems—The GLOCAL Experience*. (June 23, 2020).

<https://theglocalexperience.com/2020/06/23/to-what-extent-did-the-post-2000-pink-tide-governments-tackle-the-structural-problems/>

Movie Recommendation: *The Edge of Democracy* by Petra Costa, 2019 (available on Netflix).

11/01 Class 15 – Plurinational states and “living well”

Class Intro:

- The Machu Pichu
- Inti Raymi and the Pachamama

O. Balch. *Buen vivir: The social philosophy inspiring movements in South America*. *The Guardian*. (2013, February 4). <https://www.theguardian.com/sustainable-business/blog/buen-vivir-philosophy-south-america-eduardo-gudynas>

Class Activity: Buen Vivir as an alternative to development
Asociación Madre Coraje (Director). (2017, March 10). *ALLIN KAWSAY (EL BUEN VIVIR)*.
<https://www.youtube.com/watch?v=daXxCwPdro4>

11/05 Class 16 – Between extractivism and neo-extractivism: the case of Yasuni, Ecuador

Class Intro:

- Rafael Correa
- The Amazon deforestation

K. Brown, *Heart of Ecuador's Yasuni, home to uncontacted tribes, opens for oil drilling*. (2019, July 5).
Mongabay Environmental News. <https://news.mongabay.com/2019/07/heart-of-ecuadors-yasuni-home-to-uncontacted-tribes-opens-for-oil-drilling/>

M. Radwin, *Ecuador referendum halts oil extraction in Yasuni National Park*. (2023, August 21).
Mongabay Environmental News. <https://news.mongabay.com/2023/08/ecuador-referendum-halts-oil-extraction-in-yasuni-national-park/>

Class Activity: Yasuni
Yasuni ITT - Save our planet please. (2012, June 17). *English version*.
<https://www.youtube.com/watch?v=Rd0wKcF0Sis>

11/08 Class 17 – The United Republic of Soybean

Class Intro:

- Monsanto's soybean empire
- The tradition of Mate

Kamilia Lahrichi, *Argentina's Soybeans Help Feed the World But Might Be Making Locals Sick*. *Vice News* (February 19, 2015). <https://www.vice.com/en/article/yw4837/argentinas-soybeans-help-feed-the-world-but-might-be-making-locals-sick>

Pablo Ernesto Piovano. (2021, June 7). The Human Cost of Agrottoxins. *Vist Projects*.

<https://vistprojects.com/en/the-human-cost-of-agrotoxins/>

Class Activity: Pablo Piovano's photographic work

Pablo Piovano—*The Human Cost*. (2014-2019). <http://www.pablopiovano.com/el-costo-humano.html>

11/12 Class 18 – The Landless Workers Movement

Class Intro:

- Jair Bolsonaro
- Iguazu Falls

Guereña, A. (2016). *Unearthed: Land, power and inequality in Latin America*. p.14-18. OXFAM.

https://www-cdn.oxfam.org/s3fs-public/file_attachments/bp-land-power-inequality-latin-america-301116-en.pdf

MST - Landless Movement of Rural Workers of Brazil. (2018, February 27).

<https://www.youtube.com/watch?v=sD-7tnYLifo>

Class Activity: The Agrarian Reform

HuffPost (2018, July 29). *What Is Land Reform? | This New World*.

<https://www.youtube.com/watch?v=cAWzbWm7RPI>

11/15 Class 19 – Chile's uprising

Class Intro:

- Gabriel Boric
- La Tesis: A rapist in your way

Seven days that shook Chile—In pictures | World news | The Guardian. (October 25, 2019).

<https://www.theguardian.com/world/gallery/2019/oct/25/seven-days-that-shook-chile-in-pictures>

Amanda Taub , *'Chile Woke Up': Dictatorship's Legacy of Inequality Triggers Mass Protests—The New York Times*. (Nov. 18, 2019). <https://www.nytimes.com/2019/11/03/world/americas/chile-protests.html>

J. Nicas, *Chile Votes on New Conservative Constitution in Referendum*—*The New York Times*. (Dec. 17, 2023). <https://www.nytimes.com/2023/12/17/world/americas/chile-constitution-referendum-vote.html>

Class Activity: Students movements and Chile's 2019 uprising
Stories (2017, February 23). *The Power of Chile's Student Resistance Movement*.
<https://www.youtube.com/watch?v=LmwcqLt3STE>

11/19 Class 20 – Group Assignment working session

11/22 Class 21 – Polarization and a second Pink Tide?

Class intro:

- Javier Milei
- Gustavo Petro

Lima, V. *Will the progressive left's "second pink tide" in Latin America last?* (2022).

<https://theloop.ecpr.eu/a-second-pink-tide-rises-in-latin-america-but-will-it-last/>

Al Jazeera English (Director). (2022, March 23). *Can a rise of leftist leaders bring real change to Latin America? | The Stream*. <https://www.youtube.com/watch?v=xP97OFITPxc>

Class activity: The Colombian Election and Francia Marquez
Reuters (2022, June 20). *Who is Francia Marquez, Colombia's first Black vice president?*
<https://www.youtube.com/watch?v=8HNq43qvVzM>

Goldman Environmental Prize (2018, April 23). *Francia Márquez, 2018 Goldman Environmental Prize, Colombia*. <https://www.youtube.com/watch?v=ZfGEOtpdTQ>

11/26 Class 22 – group presentations

11/27 (FRIDAY SCHEDULE) Class 23 – Migration and urbanization

Class Intro:

- Tango dance
- Latin Trap/ urban music from South America – Pick an artist

M. Busso, P. E. Carrillo and J. P. Chauvin, (Nov. 2023). *Rethinking Urban Migration: Policy Options for Cities in Latin America and the Caribbean* | *Publications*. p1-36.

<https://publications.iadb.org/en/publications/english/viewer/Rethinking-Urban-Migration-Policy-Options-for-Cities-in-Latin-America-and-the-Caribbean.pdf>

11/29 NO CLASS

12/03 Class 24 – Venezuela and the migration crisis

Class Intro:

- Hugo Chavez
- Venezuelan 2024 elections

M. Spica *Five Things You Need to Know to Understand Venezuela's Crisis—The New York Times*.

(May 3, 2019). <https://www.nytimes.com/2019/05/03/world/americas/venezuela-crisis-facts.html>

Muñoz-Pogossian, B., & Winkler, A. (2023). *The Persistence of the Venezuelan Migrant and Refugee*

Crisis. <https://www.csis.org/analysis/persistence-venezuelan-migrant-and-refugee-crisis>

Class activity: The Darien and Tren de la Bestia

O. Castillo, *El peligroso viaje a Estados Unidos en la Bestia—The New York Times*. (March 6, 2023).

<https://www.nytimes.com/es/2023/03/06/espanol/opinion/bestia-tren-migrantes-estados-unidos.html>

Class Activity: The urban bias

12/06 Class 25 Informal settlements: Rio's favelas

Class Intro:

- Brazilian Funk
- Cidade de Deus

P. G. Dos Santos, (2021, October 22). *The Essence of the Favela is Resistance*. *RioOnWatch*.

<https://riononwatch.org/?p=66215>

A. Perone, *A museum for the working class* | *New Internationalist*. (2020, January 24).

<https://newint.org/features/2020/01/24/museum-working-class>

Class activity: A visit to Rio de Janeiro

12/10 Class 26 - Working on the final essay

12/13 Class 27 – Special topic by vote