



BSAS URBS 3345
Analyzing and Exploring the Global City: Buenos Aires

CAPA BUENOS AIRES PROGRAM

Course Description

Cities around the world are striving to be 'global': Buenos Aires is one of the largest cities in Latin America, influencing both national and regional development and dominating Argentina's economic, political, social and cultural processes. Students will gain insights into the ways in which globalization has affected the city and its inhabitants; analyze the changing nature of Buenos Aires' relationship with the rest of the world; discover local diversity and examine the major social political and economic challenges facing the city today. The course will examine the emergence of this vibrant, cosmopolitan city as Argentina's gateway to the world, the reasons people have for living in the city, the impact of rapid population growth and the influx of trans-national organizations into the city. The course also aims to help students contextualize their travels and encounters in the city, and to develop informed interpretations of their experience, as well as enhancing their understanding of recent Argentine history, culture and society. Topics will include the legacy of Spanish colonization and different peoples settling into the country, the transition to democracy and the recent impacts of Argentina's debt crisis on the city as well as Buenos Aires' significance as an important cultural hub.

Course Aims

The course aims to give students an understanding of, and appreciation for, the evolution of the global megacity, its governance, and the complexity and richness of its various neighborhoods and sub-cultures. Students will be able to apply and relate critical theory to city living, urban development and the effects of culture and art on the city's identity. Through fieldwork, students will experience Buenos Aires' varied urban geographies first hand and interact with these sites in an informed and analytical way. They will consider what these sites reveal about the city's complex histories, but also how they are used today to represent the city's past to contemporary Porteños and tourists. The course is also intended to allow students to reflect on their home environments; to contextualize their own extra-curricular travels and encounters in the city during their stay; and to develop their own interpretations of Buenos Aires as a place to live, work and play.

Requirements and Prerequisites

This interdisciplinary course assumes no previous knowledge of the city or urban studies; relevant theoretical concepts and ideas will be introduced and explained. It is vital that students come to class having read the set texts carefully and with ideas to contribute to the discussion. Background information will be provided to prepare students for the fieldwork, which is treated as classroom time: **attendance and full attention is a course requirement.**

Learning Outcomes

- to acquire the ability to relate critical thinking and relevant urban theory to cities and city living
- to develop the ability to deconstruct the built environment and interpret its iconography and symbolism
- to recognize the relationship between national identities and the built environment
- to identify the effects of colonization on Buenos Aires' physical and social geography
- to be aware of divergent views on urban governance, decline and regeneration
- to recognize the relationship amongst global, national and urban socio-economic inequalities

- to analyze critically the impacts of globalization on the cultural politics of Argentine identity
- to examine critically the concept of cosmopolitanism in the context of the Argentine capital
- to understand the effects of culture and everyday life on the built environment
- to evaluate critically the effects of the tourist industry on a city's identity

Developmental Outcomes.

- to develop more confidence to travel to new places, particularly cities
- to develop different tools / abilities to critically explore new cities
- to be curious, mindful and respectful when visiting new places and spaces
- to demonstrate an ability to engage with different sub-groups within diverse urban communities
- to gain intercultural competence
- to be culturally proficient with the ability to be functional in the host society

Class methodology

Field Component(s): CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

Field Studies

Field studies form an important component of this course; attendance at these classes is mandatory. Field studies present a valuable opportunity to learn about the forces which have shaped, and continue to shape, global Buenos Aires by focusing on specific case studies in different neighborhoods and visiting important landmarks that serve as social spaces of the city. Students will interpret the sites they visit through class discussion as well as in written work. The class will also utilize relevant *MyEducation* events and excursions, as well as draw on students' own individual travel experiences in Argentina and South America during the semester, as appropriate, to draw comparative conclusions, as well as explore comparative perspectives with the USA.

Please Note: Buenos Aires is a large and complex megacity. Students are responsible for ensuring their arrival at field studies on time. The instructor will discuss directions and how to access directions, and students should consult their 'Guia T' before the class at a particular field site. Students are responsible for checking their email for the latest updates on possible changes and special requirements for field work.

Assessment

Participation	10%
Oral Presentation and Research	25%
First Field Study Paper (min 1000 words)	15%
Second Field Study Paper (min 2000 words)	25%
Final exam	25%

Assignments

Class Participation (10%):

This course is based on experiential learning, so both classroom sessions and fieldwork are central to the learning process. Participation is a vital part of your grade. CAPA has a mandatory attendance policy. Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. We trust there will be a supportive and friendly atmosphere for class discussion. Students are expected to think carefully about the assigned readings, to read them in advance of the class, and come in on time. We expect everyone to contribute fully to class discussions, and to respond thoughtfully to the field studies. Silent attendance of class is not enough for a good participation grade. Persistent lateness or lack of attention in class, e.g. reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the Director of Academic Affairs. It is the individual student's responsibility to ensure on the day that he or she is on the register for classes and field studies.

NOTE: When doing any urban fieldwork in an unfamiliar environment, always ask your local representative for advice and be observant of what is going on around you at all times. Look after valuables carefully and be discreet in your behavior so as not to offend others or attract unwelcome attention. If in any doubt, do not proceed.

IMPORTANT: 'Villas Miserias' (squatter settlements) should NOT be selected as field sites.

Presentation – BA Neighborhoods (25%)

Students will select one from a provided list of approved neighborhoods or *barrios* and will spend time visiting their chosen location and conducting fieldwork observations. In-class presentations will incorporate these observations and insights into their analysis of the selected urban area. Presenters will address the character, main points of interest, and significance of their location in terms of themes such as: arts and culture; social structure and demography (population, socio-economic characteristics); architecture and the built environment; historical development; housing; cultural identities and community dynamics; tourism; industry and the economy. (Note: presenters do not need to address all of these themes, but should select those more relevant to the neighborhood in question). Collectively, these presentations provide insight into the diverse nature of the city and its inhabitants.

Students must email and discuss their chosen neighborhoods with the instructor before starting their field research. Once approval is given, students will be given guidance on appropriate fieldwork techniques and resources. There might be instances where students will need assistance to visit an approved neighborhood.

Presentations should be a maximum of 15 minutes duration, and students are encouraged to be creative in their presentation technique through the use of audio/visual display etc. They should be ready to state their rationale for choosing that particular location and should be prepared to answer questions from the class and instructor. Presentations must demonstrate the relationship between the chosen neighborhood and the core themes of the course – how does the area showcase facets of the global megacity and help us to understand its dynamics?

Field Study Paper 1: min 1000 words, double-spaced (15%)

Field Study Paper 2: min 2000 words, double-spaced (25%)

These assignments are based on an analysis of the field studies for the course. The aim of the field study assignments is to ‘read’ the sites you encounter in order to assess their significance for understanding Buenos Aires’ development and nature as a global megacity, and to write analytically about them. Your papers should be based on a specific theme linked to the field studies you have selected which relates to the nature of the global megacity and its development. Possible themes may include, but are not limited to: the impact of multiculturalism and migration; cultural identities; urban change and regeneration; globalization and the city’s changing global connections; cultural industries and the arts; architecture and the built environment; heritage, tourism and collective memory; contemporary political, economic or social issues; economic and social change; topical issues in urban governance / politics. Your papers should address the ways in which your chosen field studies enhance your understanding of global Buenos Aires in relation to these specific themes. Each paper should relate to the specific topics covered in class and demonstrate a firm understanding of the concepts discussed.

Papers should be analytical rather than descriptive and based on a clearly-stated thesis and supported by specific details from the field classes, class handouts and readings. Whilst the primary source will be students’ own observations at the sites themselves, written analysis must be supported by a **minimum of five secondary sources**, which should be cited in the text and in a final bibliography.

Students can also include photographs, artifacts, charts and other relevant material to support their analysis. Specific details and questions will be provided for each field study.

Final Exam (25%)

The final exam will consist of a series of questions that are based on readings, class lectures and discussions, as well as field studies, which will test knowledge and understanding of course content, key concepts and ideas.

MyEducation Co-curricular Activities:

The MyEducation co-curricular calendar offers a diverse program of events and activities taking place in Buenos Aires throughout the semester which is designed to enrich and supplement the field studies for this class. As part of the course requirements, students **must attend at least TWO events listed on the MyEducation calendar**.

Grading Policy

Descriptor	Argentine (Austral U)	Alpha	US	GPA	Requirement
Excellent	10 (<i>Sobresaliente</i>) 9 (<i>Distinguido</i>)	A A-	95+ 90-94	4.0 3.7	Shows superior use and understanding of extensive literature beyond the textbook and notes
Good	8 (<i>Muy Bueno+</i>) 7 (<i>Muy Bueno</i>) 6 (<i>Bueno</i>)	B+ B B-	86-89 83-85 80-82	3.3 3.0 2.7	Shows significant use and understanding of extensive literature beyond the textbook and notes

Average	5 (<i>Aprobado</i>) 4 (<i>Suficiente</i>)	C+ C	76- 79 73- 75	2.3 2.0	Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond
Below Average / Poor	3 (<i>Insuficiente/Reprobado</i>)	C- D+ D	70- 72 66- 69 60- 65	1.7 1.3 0.7 - 1.0	Fails to show a clear understanding or much insight into the material in the textbook and notes
Fail	0-2	F	<60	0	Shows little or no understanding of any of the material

Student Code of Conduct

CAPA expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honour in his or her scholastic work and class behavior. This means to gain full attendance students must attend all classes, and must not be late (unless with a valid reason) and must be respectful by not talking/whispering in class when others are talking or presenting.

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time.

Students are expected to attend every class each week. If a student needs to miss class for medical reasons or for a family emergency, an email must be sent to the Director of Academic Affairs at least one hour in advance of the relevant class or meeting at the following email: mpagano@capa.org. Students will need to provide evidence of the reason for an absence. If any class meetings are missed without an excused absence by e-mail, the student's final grade will be dropped accordingly. Whenever a class or field study is missed, students are responsible for speaking to the relevant instructor and making up any missed assignments or other class work. It is the student's responsibility to ensure on the day that he/she is on the register for classes and field studies.

Certain behaviors disrupt class, such as a student arriving late, a phone ringing, a student leaving in the middle of class. Lecturers have the authority to decide policies for their classroom regarding these and similar behaviors that may disrupt the learning environment. All members of the class are expected to respect the learning environment and the lecturer's efforts to maintain it.

PLEASE NOTE: No electronic equipment will be used in class, including laptops, ipods, tablets, cell phones, etc, unless students have permission from the instructor or written permission from the Academic Director prior to the course. If students are caught using any electronic equipment without authorization, they may receive a zero grade for participation.

Participation is a vital part of the grade for this course: students are expected to participate orally in seminars, and in online forums and discussions, in a critical and evaluative manner; to approach lecturers and fellow students with respect and tolerance; and to actively engage in debate, while avoiding derogatory or inflammatory comments on the cultures or attitudes of others in the class.

Academic Integrity

Plagiarism and cheating will be dealt with very seriously, and will be referred to the Academic Director. Any work submitted by a student in this course for academic credit must be the student's own original work. If students present, as their own ideas, any material copied or extensively drawn from the work of others, then they are plagiarizing – unless they give full citations for all their sources. Plagiarism is unacceptable. If it is found, then this will immediately lead to an 'F' (Fail) grade for that particular assignment. Of course, students may make full use of ideas, arguments and information obtained from books, journals, websites, etc., but they must make clear in a footnote the source of this work. This includes cases of paraphrasing where the idea or the argument of another writer is represented, though not directly quoted. Please note that a citation for paraphrasing is academically acceptable. It could say, for example, 'This idea derives from: Author's name, *Title*, Publisher/Website, (date website accessed), year of publication, page number.'

In addition, copying of another student's assignment entirely or partially submitted to a second or third lecturer in another class is considered plagiarism by duplication. This is unacceptable, as is copying of student's own work written for another assignment or in another context (news-journal, website, blog, etc.), without citation. While this does not implicate the writing

of others, it is misrepresentation in academic terms because the work handed in to the instructor in this class was not originally written for this specific class, but for another publication or platform. Students risk receiving an 'F' (Fail) grade for all assignments done in classes where they have duplicated their own work. An exception can be given if the student has obtained the lecturer's agreement in advance and has correctly provided a reference (citation in text or as footnote or endnote) to his/her other assignment or earlier work. Students, like any author, are allowed to cite their own earlier work. In cases of blatant and intentional misrepresentation, a student will receive a failing grade for the course and may face disciplinary action before the Academic Director, which, in extreme cases may result in dismissal from the Program.

Helpful Resources and Tips on how to avoid Plagiarism

You quote it, you note it! An interactive tutorial guide on how to avoid plagiarism and how to cite sources: <http://library.acu-diau.ca/tutorials/plagiarism/>
<http://www.plagiarism.org/> - scroll down to find links to all major styles and formats for citing and referencing.

How to Cite and Write a Bibliography:

The instructor will be pleased to advise students on which citation format to use (the most common are APA, MLA and Chicago). The most important thing is to use one citation and referencing format consistently and accurately throughout the paper.

Behavior during Examinations:

During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may students compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.

Assignments Policy:

All assignments should be submitted directly to the instructor at the beginning of class according to the due dates agreed. Electronic copies of written work will not be accepted, except where otherwise stated. Please keep a hard copy of all written work.

Late Assignments:

Students must complete all required components by the established deadlines. Late submission will incur a 5% per day penalty without the instructor's prior approval of extension and may result in a grade of F for the course. If all work is not submitted by the end of the program, the student will receive an F for the course.

SYLLABUS AND CLASS SCHEDULE

PLEASE NOTE that this is an indicative syllabus. Changes may be made to the field studies and other course content as required with each semester. Check email correspondence for latest updates. There will be times where class sessions will start in the classroom and will be followed a field site; on other occasions the class will meet at the field site in question.

Week 1: Introducing Buenos Aires – Mapping the City

Introduction to course contents; themes, modes of evaluation and expectations
Incorporating field work into your course work; using study materials and resources

Field Study: San Pedro Telmo Neighborhood

Readings:

Almandoz, A. (2002): 'Urbanization and Urbanism in Latin America: From Haussmann to CIAM', in A. Almandoz, ed., *Planning Latin America's Capital Cities*, pps. 45-74, Routledge, London

Gristwood, A. & M. Woolf (2012): 'Introduction: Analyzing the Global City', in A. Gristwood & M. Woolf, eds., *The City as Text: Urban Environments as the Classroom in Education Abroad*, pps. 9-14, CAPA International Education Occasional Publications No.1, CAPA International Education, London, available at <https://www.capa.org/sites/default/files/CAPA%20City%20as%20Text%20Publication.pdf>

Week 2: Understanding the Global Megacity

Global patterns of urbanization; urban growth and development in the Global South

Readings:

Krass, F. et al (2005): *Megacities: Our Global Urban Future*, Earth Sciences for Society Foundation, Leiden, available at <http://www.yearofplanetearth.org/content/downloads/Megacities.pdf>

Sassen, S. (2012): 'National and transnational urban systems', in her *Cities in a World Economy* (fourth edition), pps. 58-108, Sage, London

The Guardian Online (2012): *The Rise of Megacities – interactive*, available at <http://www.theguardian.com/global-development/interactive/2012/oct/04/rise-of-megacities-interactive>

Week 3: Colonial Buenos Aires

Buenos Aires as a colonial city; modernity, heritage and immigration

Field Study: Museo del Bicentenario <http://www.museo.gov.ar/>

Readings:

Dean, K.V. (2014): 'We'll Always Have Paris? Architecture, Class and Identity in Buenos Aires', in A. Gristwood & M. Woolf, eds., *Woven by Memory: The Idea of Nation in Education Abroad*, CAPA Occasional Publications No. 3, pps. 78-87, CAPA International Education, London, available at http://www.capa.org/sites/default/files/CAPA_Study_Abroad_Woven_By_Memory.pdf

King, A.D. (2010): 'Urbanism, Colonialism, and the World Economy', in G. Bridge & S. Watson, eds., *The Blackwell City Reader* (second edition), pps. 365-373, Wiley-Blackwell, Chichester

Gutierrez, R. (2002): 'Buenos Aires, A Great European City', in A. Almandoz, ed., *Planning Latin America's Capital Cities*, pps. 45-74, Routledge, London

Week 4: European Buenos Aires: Immigration and Social Spaces

Immigrant communities of Buenos Aires; origins and reasons for arrival; geographies of settlement; the contribution of immigrants to the city's development

Field Study: Museo del Inmigrante e Migraciones <http://www.migraciones.gov.ar/accesible/?museo>

Readings:

Izarra, L. (2002): 'The Irish Diaspora in Argentina', *British Association for Irish Studies*, Bulletin 32 (October) pps. 5-9

[Excerpts from] Baily, S. L. (1999): *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City, 1870-1814*, Cornell University Press

[Excerpts from] Haim, A. (1991): *Argentina and the Jews: A History of Jewish Immigration*, University of Alabama Press

[Excerpts from] Moya, J. C. (1998): *Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850-1930*, University of California Press

Week 5: Industrialization and Uneven Development

Origins of the term 'Breadbasket of the World'; the 1930s; the impact of industrialization and underdevelopment; foreign direct investment and industrial change; the current economic environment in BA and Argentina

Readings:

Borello, J. (1996): 'Regional Development and Industrial Promotion in Argentina: A Review of Events and Writings', *International Journal of Urban and Regional Research*, 19, 4: 576-592

Ford, A. G. (1975): "British Investment and Argentine Economic Development, 1880-1914" in D. Rock, ed., *Argentina in the Twentieth Century*, pps. 12-40, University of Pittsburgh Press, Pittsburgh

Rock, D. (2002): 'Racking Argentina', *New Left Review* 17: 55-86, available at <http://newleftreview.org/II/17/david-rock-racking-argentina>

Week 6: Postindustrial Buenos Aires: Urban Decline and Regeneration

Impacts of a changing world economy; neoliberalism and the contemporary city

Field Study: Puerto Madero <http://www.puertomadero.com/>

Readings:

Breen, A. & D. Rigby (1996): 'Introduction' in their *The New Waterfront: A Worldwide Urban Success Story*, pps.10-23, McGraw-Hill, New York

Liernur, J. F. (2007): *Puerto Madero Waterfront: Case No. 6*, Harvard University Graduate School of Design, Prestel Publishing

L.A. Romero (2002): 'The Great Transformation, 1989-1999', in his *A History of Argentina in the Twentieth Century*, The Pennsylvania State University Press, University Park, PA

Week 7: Unequal Buenos Aires: Poverty and Social Justice

The effects of neoliberalism and economic restructuring on BA's large working class and urban poor; poverty and migration; the role of non-profits (NGOs) and the fight against poverty and discrimination

Field Study: Transitional neighborhood and guest speakers (TBC)

Readings:

Acemoglu, D. & J. A. Robinson (2012): 'Chapter 1: Why So Different?' in their *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, pps.7-44, Crown Publishers, New York

Davis, M. (2006): Chapter 2: 'The Prevalence of Slums', pps. 20-49; Chapter 5: 'Haussmann in the Tropics', pps. 95-120, from his *Planet of Slums*, Verso, London

Klisberg, B. (1999): Rethinking the State for Social Development, *Convergencia*, 20: 11-56, available at <http://convergencia.uaemex.mx/rev20/pdf/kliksberg.PDF>

Week 8: Break Week – No Class

Week 9: City of Protest: Urbanism and Political Movements

Public spaces and the streets as social and political spaces of dissent; political corruption and public opinion; the struggle for democracy; Plaza de Mayo as a focus for social and political movements past and present; *Los Madres de Plaza de Mayo* and *Los Desaparecidos*

Field Study: Plaza de Mayo - Major Landmark and Space of 'Mothers of Plaza de Mayo'

Readings:

Bosco, Fernando J. (2006): 'The Madres de Plaza de Mayo and Three Decades of Human Rights Activism: Embeddedness, Emotions, and Social Movements', *Annals of the Association of American Geographers* 96(2): 342-62

Johnston, H. & P. Almeida eds. (2006): 'Chapter 10: The Mature Resistance of Argentina's Madres de Plaza de Mayo'; 'Chapter 13: The Moral Politics of Argentine Crowds', in their *Latin American Social Movements: Globalization, Democratization, and Transnational Networks*, Rowman & Littlefield, Oxford

Koichi, U. (2009): 'Rethinking political opportunity structure in the Argentine unemployed and poor people's movement', in S. Shigetomi & K. Makino, eds., *Protests and Social Movements in the Developing World*, pps.134-158, IDE JETRO, Edward Elgar, Cheltenham

Szabla, C. (2012): 'The Political Legacy of Argentina's Graffiti', *Maisonneuve.Org*, 27 March, available at <http://maisonneuve.org/blog/2012/03/27/political-legacy-argentinas-graffiti/>

Week 10: Cosmopolitan City: Art, Culture and Creativity

Art in BA; Dance: origins and characteristics of Tango and *Milongas* in Buenos Aires; Cinema - the 'Glory Days'; Modernism, the Avant-Garde and Magical Realism; Street Art and graffiti;

Field Study: Museo del Cine

http://museos.buenosaires.gob.ar/cine_historia.htm

[Excerpts from] Baim, J. (1998): *Tango: Creation of a Cultural Icon*. Indiana University Press, Bloomington

[Excerpts from] Foster, D. (1998): *Buenos Aires: Perspectives on the City and Cultural Production*., University Press of Florida. Gainesville

[Excerpts from] Garth, T. S. (2005): *The Self of the City: Macedonio Fernández, the Argentine Avant-Garde, and Modernity in Buenos Aires*, Bucknell University Press

Week 11: Urban Futures: the Challenge of the Megacity

Student Presentations and Discussion; Synthesis and Review: contemporary urban challenges and issues; social and environmental sustainability; future scenarios of urban change

Prepare to come to class ready to discuss topical issues of your choice affecting BA. You should research your chosen topic, state your rationale for having chosen those issues and consider alternative solutions in preparation for class discussion

Readings:

Anzelini, L. (2009): 'Argentina loses its international strength', *Forum for a Safer Democracy* (2 July, online), available at <http://english.safe-democracy.org/2009/07/02/argentina-loses-its-international-strength/>

Samuel, L. (2011): 'Slow Clean Up for Argentina's Worst Environmental Stain', *Coastal Care*, available at <http://coastal-care.org/2011/05/slow-clean-up-for-argentinas-worst-environmental-stain/>

Zeiderman, A. (2008): 'Cities of the future?: Megacities and the space/time of urban modernity', *Critical Planning*, Summer, pps. 23-39

Week 12: Final Exam

Final exam and class discussion

Required Readings:

Weekly readings will be assigned and students are responsible to obtain these readings long **before** the relevant class period. It is imperative that students do the assigned readings before the tutorial for which they are assigned, as they will be required to discuss and evaluate these ideas in the sessions and the evaluation will count as class participation. In addition, students will be asked questions which will test familiarity with course materials. Lack of demonstration of having read materials will end with a zero grade for the class period.

Recommended Course Texts:

In addition to the required readings indicated in the course schedule, the following texts will be useful for general reference throughout the course:

Brenner, N. & R. Kei, eds. (2006): *The Global Cities Reader*, Routledge, London

Bridge, G. & S. Watson, eds. (2010): *The Blackwell City Reader* (second edition), Wiley-Blackwell, Chichester

Bridge, G. & S. Watson, eds. (2013): *The New Blackwell Companion to the City*, Wiley-Blackwell, Chichester

Brown, J.C. (2011): *A Brief History of Argentina* (second edition), Facts on File, New York

Hedges, J. (2011): *Argentina: A Modern History*, I.B. Tauris, London

Wilson, J. (2008): *Buenos Aires: A Cultural and Literary History*, Signal Books, London

Nouzeilles, G. & G. Montaldo, eds. (2002): *The Argentina Reader: History, Culture, Politics*, Duke University Press, Durham, N.C.

Online Interactive Resource:

Atlas Ambiental de Buenos Aires (Environmental Atlas of Buenos Aires), available at http://www.atlasdebuenosaires.gov.ar/aaba/index.php?option=com_content&task=view&id=18&Itemid=7&lang=en

Additional Resources:

Alimonda, H. (1994): 'MERCOSUR, Democracy and Labour', *Latin American Perspectives*, 83: 21 (4): 21-33

Baily, S. L. (1999): *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City, 1870-1814*, Cornell University Press, Ithaca

Bravo, A. F. (2001): 'Ambivalent Argentina: Nationalism, Exoticism, and Latin Americanism at the 1889 Paris Universal Exposition', *Nepantla: Views from the South* 2 (1):115-139

Brunn, S., M. Hays-Mitchell & D. Ziegler, eds. (2008): *Cities of the World: World Regional Urban Development*, Rowman and Littlefield, Lanham, MD

Cohen, M. & D. Debowicz (2008): 'The Five Cities of Buenos Aires: Poverty and Inequality in Urban Argentina', in *Encyclopedia of Life Support Systems* (Vol. IV) (EOLSS), UNESCO

DeAvila, F. B. (1964): *Immigration in Latin America*, Pan-American Union, Washington, D.C.

Goni, U. (2003): *The Real Odessa: How Perón Brought the Nazi War Criminals to Argentina*, Granta, London

Kelly, H. (2006): *Irish 'Ingleses': The Irish Immigrant Experience in Argentina, 1840-1920*, Unpublished PhD History dissertation, Trinity College Dublin

Rocchi, F. (2006): *Chimneys in the Desert: Industrialization in Argentina during the Export Boom Years, 1870-1930*, Stanford University Press, Stanford

Scobie, J. R. (1972): 'Buenos Aires as a Commercial-Bureaucratic City, 1880-1910', *American Historical Review* LXXVII (October): 1035-73

Scobie, J. R. (1974): *Buenos Aires: Plaza to Suburb, 1870-1910*, Oxford University Press, Oxford

Web Resources:

Argendiego (2012): *The Elegance of Buenos Aires*, available at <http://www.youtube.com/watch?v=QLZKXZSnzkc&feature=related>

Fitzpatrick, J. (2011): *Beautiful Buenos Aires, 1950s*, available at <http://www.youtube.com/watch?v=SnOvB9ucgNM&feature=related>

Vangelis(2012):*PasadoyPresentedeBuenosAires*,availableat <http://www.youtube.com/watch?v=ypK2jpd6tww&feature=related>