

ECON 3235 *Economics of Latin America* Course Calendar Fall 2014
Updated December 15th 2014 hit refresh to make sure you have the latest calendar.

Office hours: Mon/Thurs 5:30-6:30pm (check 208A Dealy, but then E-527 Dealy) and Wed 9:30-10pm or by appointment in E527 Dealy Hall. Please make and confirm appointments via email mcleod@fordham.edu. It helps to put the course number ECON 3235 in the subject line of your email; 718-817-4063 works if I am in my office, but don't leave a voicemail, call my cell (914-661-6998) or send me an email. Until blackboard is working, we can use www.turnitin.com (class #8589696, password: Hugo) to gather assignments in one place, don't worry originality score, in fact please always paste the text of the question you are answering (e.g., part 1b) just above your answer (in a different color or font). Some if not most readings are online, linked to this calendar for example. If you ever have problems accessing any reading/video, please email me immediately, typically I can fix broken links in a few minutes. **Our final exam is Thursday December 18th 1:30pm 206 Dealy Review session (presentations) Thursday December 11th and Wednesday December 17th 9pm 506 Dealy.**

December 2014						
SUN	MO	TUE	WE	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

Until blackboard is working, we can use www.turnitin.com (class #8589696, password: Hugo) to gather assignments in one place, don't worry originality score, in fact please always paste the text of the question you are answering (e.g., part 1b) just above your answer (in a different color or font). Some if not most readings are online, linked to this calendar for example. If you ever have problems accessing any reading/video, please email me immediately, typically I can fix broken links in a few minutes. **Our final exam is Thursday December 18th 1:30pm 206 Dealy Review session (presentations) Thursday December 11th and Wednesday December 17th 9pm 506 Dealy.**

December 15th 2014: [Final Review Sheet v2](#) Required reading for final exam: [Mexico Land of Opportunity](#) (see graphic below) See also HW 10 Readings and readings linked to [final exam review sheet](#). [Cuba at Crossroads? \(NY Times\)](#) [Marina Silva FT Woman of the Year, FT](#) [NPR Argentina where cash is king: Buenos Aires](#)

Review Session Wednesday December 17th 9:30pm E-530 Dealy.

Final exam is Thursday December 18th 1:30pm 206 Dealy

Thursday December 14th [Chloe's Haiti vs. Chile slides](#) (links are fixed)

Monday: [Child immigrants](#) [Inter-American Dialogue](#), [Understanding Central American Migration](#) [final review sheet](#), David's [Mexico case study](#) (check update). Why did inequality and poverty fall in Mexico, especially in rural areas? Why did the inequality ratio fall as well? What is the latest Gini in Mexico for income and consumption? Why is it so much higher than the United States? What is a Venn diagram (thank you [Amalia Pica](#))

Thursday December 4th: Immigration impacts on Latin American and the United States: why according to the CBO study do wages go up and then go down? Why do immigrants increase wages of natives in the U.S. (use examples from the Giovanni Peri SF Federal reserve article)? Why does immigration increase poverty in the United States (official poverty) but lower it in the Americas? Make the case for a brain drain and/or a brain gain from immigration for sending countries. See the immigration reform Final exam review sheet. How much will this administrative action increase wages and GDP and how will it affect the fiscal deficit? This is the President's CEA, they may be biased, is their analysis consistent with the [CBO analysis of the 2013](#) Senate Immigration reform bill (see especially [pages 17 and 18](#) of the CBO report)? See the Final Exam [review sheet](#) for additional questions.

Monday November 24th 15 minute 5 point quiz for midterm makeup and review of immigration notes and readings. See midterm 1 [answers here](#) and [v 2 here](#), this [review sheet](#). See [President Obama's speech](#), some [commentary](#) and the Council of Economic Advisors [economic impact analysis](#) and [the FT](#).



November 17th 2014:

[Immigration Reform in the U.S.](#) [Remittances](#)
[Daca Lessons](#) [PBS on Gang Violence in El Salvador](#)
[Migration Remittances](#)
[WB GEP 2006 Migration Slides only](#)
[SLV-HND-GTM "A lot of talking heads"](#)
[Clemens, 2011, Trillion dollar Bills?](#)
[Brain drain or gain Latin America](#)
[Dallas Fed from Brawn to Brains...](#) [Mexico City Migrant Land of Opportunity](#)

Homework 10 due Tuesday November 18th (a) Use the two films on Microfinance in Mexico and India, read [Ricardo Hausmann's](#) review of Yunus' book to list 3 advantages and 3 disadvantages of the for profit (Latin American) vs. the Asian microfinance (BGD & India). Be sure to use quotes, from both films and/or the readings by [Morduch](#) and Roy—see next section (you may want to start East Asia 101 film at 12 minutes focus on the lawn panel discussion, be sure to identify who is speaking and who you are quoting). (b) How [Ananya Roy's](#) "Bangladesh" consensus, might work in Latin America (especially in conjunction with CCTs, such as [G2P projects](#) being explored by CGAP). (c) Explain how KIVA and Whole Planet work. Relate Ananya Roy's [Chapter 1](#) montage of Felicitia in Guatemala (or [on Facebook](#)), Kadinsky and Alex Crane to the strengths and weaknesses of microfinance as a development strategy. Compare Kiva/Crane interactions with U.S. foreign aid to GTM, remittances from Guatemalans working in the U.S. or U.S. FDI in GTM. Are these forms of interaction complements or substitutes? *EC: why doesn't Ananya Roy like CGAP?* Use this [word file](#) (*Felicitia is a microcredit client of Banrural Grameen Guatemala, a [Whole Planet Foundation partner](#)).

Homework 11: due Tuesday November 18th Country case study: what country or countries have you chosen for your case study final exam essay? Briefly, what aspects of their economy are you planning to focus on? List any sources you have so far, paste the MIT complexity report graphic into a word file (grab it with snippet)

November 3rd [Microfinance in Latin America Lecture notes](#)
[PBS Now Documentary: Who's making money from microcredit](#)
[East-Asia 101 MicroFinance](#) Banking on debt (use Blackboard version if you can)

October 31st 2014 [Brazil looking for a "moderate heterodox" finance minister?](#)

Midterm in class Part 3: Thursday November 6th

[Midterm Part 3 Review Sheet](#) [High inflation notes](#), [LatAm Macroeconomic crises innovations](#) (40 minutes): Covers [Stopping high Inflation](#), Whatever it takes (the 1995 Mexican "bailout", the Dutch Disease and capital inflows, practical policy advice?), Pacific alliance; Debt relief [The Brady plan](#). Why [nominal exchange rates matter?](#) The Debt Laffer Curve, the Inflation Laffer curve, Debt Laffer curve [Reducing Developing Country Debt](#), Krugman 1989

[Latin America plagued by incumbents](#) [Brazil Divided post-election challenge](#)

Midterm Essays Part 2: Answer question M-2, using the [pdf](#) or the [word](#) versions. Due Monday October 27th **Instructions:** *Please use word template, answer each question after the question mark symbol, single space in a different color font. Please show you have done the reading, use APA citations as it Franko, 2007 Chapter 2 with complete citations for non required readings. Often there are two viewpoints, summarize them and when you can include your own views, conclusions, sympathies.*

Week of October 22nd [LatAm 5-Chart Crisis Watch](#) (Brookings)
[Alternative High Inflation](#) , [Notes on Populism](#), [High Inflation & Crises Lecture Notes](#),
[Notes: How the TNT Model works](#) [Cardoso & Helwege Chapter 6 Inflation](#)
[Are the Golden Years History?](#) [Heterodox vs. Orthodox Stabilization Strategies](#)

October 17th:Brazil update: the [Economist](#) & [Marina Silva](#) say “Ditch Dilma” ?

Lecture October 16th : [Another important election outcome](#) Why does this and the Olanta Humala in the Pacific Alliance matter? Damaged Brand: [Washington Consensus](#) [Mexico Poor no More \(but not developed\)](#)

Midterm readings Edwards, Chapters 1-5, the LAC Report Chapters 1-3, Franko Chapter 1 and readings below, mainly various meta-theories of why Latin American has lagged behind its peers since 1980. Should the “Chicago boys” have helped Pinochet redirect the Chilean economy? How did J. Sach’s “shock treatment work in Bolivia? Summarize the debate over whether Latin America’s slower growth is due to their policies/institutions or to geography and primary commodity exports. Briefly summarize the Dependency and Structuralist theories of underdevelopment. In what sense are these “indigenous” growth and development theories? Use the Niall Ferguson Civilization [Chapter 3 property rights](#) (video [summary](#)) to revisit the geography vs. institutions debate.

Midterm Part 4 case study (due October 31st: Pick 2-3 countries including an LA-7 country and a left regime country and discuss how their middle class and poor have fared since 2000. Did the further left regime do better in terms of poverty reduction or middle class formation. What are the main obstacles mobility in your country (and Latin America generally). What can be done to improve mobility and reduce inequality in these countries?



Online midterm part 1 due October 18th or October 20th (with section E) Here is the [pdf version](#), but the [word version](#) for answers, ask questions about

the midterm in class). If you hand in the midterm by October 18th you can still turn in part E separately for extra credit.

Homework due October 7th: Brazilian Election question BR-1.1 perhaps use the [pdf version](#) for readings, and [the word version](#) for answers.



Reading week of October 6th: Read [Sachs' 2012 review](#) of [Acemoglu and Robinson's](#) *Why Nations Fail*, 2012 on geography vs. institutions (good governance vs. good luck).

[LatAm lags behind its Peers](#), lecture notes.

[Real exchange rates in the TNT model](#) [Kennedy school Dutch Disease](#).

Who now does the [Penn World Tables](#)? [What are twins?](#) What is [purchasing power parity](#)? Birdsall, N., Lustig, N., & McLeod, D. (2011).

[Declining inequality in Latin America](#): some economics. Some Politics.

Working Paper 251, Center for Global Development, Wash DC.

Due Tuesday September 30th on turnitin.com: Pick a couple (or 3) countries and see how they are doing with respect to poverty, vulnerable and [share of middle class](#). Make sure one or more listed in [Table 1A](#) (see below or [here](#)). Use this [spreadsheet](#) and or this [pdf Figure Template](#) to create a Table for your country. Please add a brief discussion of your Table and countries.¹ We will do a figure similar to M-1 below in class. Look at the country you chose earlier in the term (or don't).

Lecture question and answer: What do [Brazil, the DR and Venezuela](#) have in common?

[PERLA at Princeton](#) and Telles and Steele [education and color](#)

September 22, 2014: Lecture Notes: [Some Politics](#), [Some Economics](#) **LatAm news:** [Who are these leaders?](#) Why are they so happy?).



¹ Save Table from Excel as a pdf, or copy as a picture (paste special enhanced metafile in Word, if you can) or fill out the pdf version by hand and then scan in the library or 5th floor dealy (for free). Turn in the pdf or word version on turnitin.com. Don't forget a brief description of that the data show for your country or countries.

Lecture September 18th: Revise and resubmit PS 2 answers, if you want to. If you can use this [online template](#) for the revision and then submit online (but you can print if you want to, then scan to pdf on Monday just before or after class). Answer these [HW 2 questions](#) for Monday about the middle class, Chile and Venezuela. (see turnitin.com for due date) [Lecture Notes Part 1](#) and [Part 2](#)
Inequality and mobility Why Latin America lags behind?

Lecture September 15th: Don't forget event 6pm tomorrow, stop by the Economics office if you need ram van tickets (for Amalia or Pope Auditorium events). See [Great Gatsby lecture notes](#) (Tlaxcala [one](#) and [two](#)), immigration lecture notes and the course [introduction lecture notes](#). Videos for this lecture include [Catching hope](#) and [Commanding Heights Latin America chapter 5](#). Discussion questions for Wednesday: 1) Why according to [UNHCR](#) are so many children are coming to the U.S. 2) Why are so many [Honduran children going](#) to New Orleans? Which county has the [most immigrant children](#) (they say!).

Lecture September 11th: [Memories, honoring](#), commanding heights introduction, “the dark side of globalization”; why so many Latinos/Latinas died on September 11th, did Latin America cause 9-11? Did Latin Americans pay a price for 9-11 & its aftermath? **Extra Credit Project/report:** Everyone can get extra credit for a special event or film review, two opportunities present themselves this weekend and next Tuesday. Both involve are STEM in the sense that they involve Venn diagrams (outlawed in Argentina...for reasons we are not sure about, see Amalia Pica's show at the Guggenheim). Watch the [2nd video before](#) whether you go or not (Amalia explaining her exhibit). Take three of the artists (there are others not in this video)



A ∩ B ∩ C, 2013. Acrylic and occasional performance, overall dimensions variable. Solomon R. Guggenheim, New York, Guggenheim UBS MAP Purchase Fund 2014.45. © Amalia Pica. Photograph by David Heald. © Solomon R. Guggenheim Foundation, New York. All Rights Reserved.

Amalia Pica *A ∩ B ∩ C* Performance Sunday September 14th 2014 @ 11 am Venue: [Solomon R. Guggenheim Museum](#)
Series: [Under the Same Sun events](#)

[A Crisis of Conscience: What Do We Owe Immigrant Youth and Families?](#)

Center for Ethics Education Tuesday, September 16, 2014 | 6pm Pope Auditorium | Fordham University 113 West 60th Street | New York City **Free & Open to the Public**
RSVP: CRCEvent@fordham.edu, (212) 636-7347 As thousands of unaccompanied children stream into the United States and thousands more remain behind while their parents are deported, Americans remain sharply divided about what constitutes a just policy toward immigrant youth and families. How do we balance the best interests of children and parents against U.S. economic aspirations and a sharply divided electorate?
Ken Salazar, retired Democratic Colorado Senator & 50th U.S. Secretary of the Interior

Sarah Burr, retired Assistant Chief Immigration Judge, U.S. Department of Justice
Gabriel Salguero, President, National Latino Evangelical Coalition **David Ushery**,
journalist and host of NBC's *The Debrief with David Ushery*

Lecture September 8th: Countries of interest? Chilean Students Protest; What is the Gatsby Curve? Why is it working in Latin American but less so in the U.S.? How do we measure inequality? Which inequality measure is most sensitive to the middle class? Why does being middle class matter, economically and politically, [Inequality Problem Set #1 \(and PS #2\)](#) what is the Gini Coefficient? Typical [Latin American Lorenz Curve](#)

Footnote September 11th: [Guggenheim Under the same Sun](#); Commanding Heights [Introduction Part I](#) For September 11th [watch the long trailer for Commanding Heights](#) (2 mins). By some cosmic coincidence; the short [Trailer for Commanding Heights](#) uses the music from the [Kaleidoscope of Mathematics](#) scene film in the Basement of Keating, a justly famous scene in which Nash hears whispering voices.... Note the beautiful tile floor of Keating, and empty basement at the time of this filming (obviously). Sorry for the ad at the beginning of this clip (you can find a better one). The soundtrack from a beautiful mind was composed by James Horner, with vocals by Charlotte Church.

Books: *We start with the WB LAC Flagship report available free in pdf form online. Officially, Franko, 2007 is text, but almost everything you need from Franko is online (it may be nice to own the book, however). In a few weeks, say early October, you will need Edwards early in the course, the ebook/Kindle version is under \$10, the² “Chico” Ferreira et al 2010 LAC volume is online as a pdf, you need a chapter or two from “Latin American populism” or Delining Inequality, discuss it in class, but you can probably get a copy of this chapter in the library. I recommend Kindle on a windows computer simply because you can cut and paste quotes, and when you do Kindle for windows automatically adds a complete reference, including, usually the page number.*

Reading for week of September 8th: Skim executive summary of the 2010 [LAC report](#) and [Chapter 1 of Edwards, 2010](#) look at Figures mentioned in the Chile questions, read “Basta” and other reports on Chilean student movement, view film segments associated with Chile, Brazil and Venezuela, as needed to answer questions and get acquainted with

²Here is a not so great copy/pasted example from the Edwards, 2010 book, *For more than five hundred years the economic history of Latin America has been one of sorrow and frustration. In 1700 the colonies of North and South America had roughly the same standard of living. By 1820, however, income per capita in Latin America was about two-thirds that of the United States and Canada. And in 2009 Latin America's income per person was roughly one-fifth that of North America. This gradual economic decline has affected the lives of millions of people and explains why so many among Latin America's youth strive to emigrate from their countries of birth. Every year, around 400,000 Latin American citizens move illegally into the United States, and hundreds of thousands now live without immigration documents in the European Union. Sebastian Edwards. Left Behind: Latin America and the False Promise of Populism (Loc30-34). Kindle Edition.*

key leaders and countries, especially chapters 5 and 6 (and 7 if you have time) of [commanding heights](#) about Chile.

September 6th: Lecture discussion questions (due dates vary see turnitin.com)

Be sure to paste the text of question you are addressing at the top of your answer answer (put it in italics or another color for each section, 1.1a, 1.2a etc.

LDQ-1.1 What do [Chilean students](#) want? (a) By several measures Chilean students have the best [PISA scores](#) (see page 6) and the highest intergenerational (IG) mobility of any Latin American country, so why are they protesting? (see on [LAC report](#) Figures 3.3 and 4.1 and the recent data from SEDLAC/CEDLAS and the data suggest Chile has the highest growth rate and social mobility in Latin America (what does this social mobility index measure for [Chilean teenagers 13-19 in 2009?](#)), if so, why are [students protesting](#) (see Basta by using flash mob [kissing dancing](#) (see the New York Times and Guardian Articles) Chile has a history of more violent protest and repression (you can see the well-equipped police in Santiago). In fact the present economic regime was born in a very infamous violent coup which the U.S. tacitly supported, see Chapters 5 & 6 of the documentary [Commanding Heights](#).

<http://www.nytimes.com/slideshow/2011/08/05/world/americas/05chile.html>

LDQ-1.2 Oliver Stone gives us a nice, quick if slightly skewed introduction to [seven of Latin America's "new left" leaders](#) (see also the film trailer for a brief conversation with Cristine Hernandez Kirchner). Among this group of leaders, which does Sebastian Edwards think will ultimately succeed in reducing poverty and inequality and which are pursuing the "false promise" of populism (skim [Chapter 1](#), searching on Brazil, Chile, Bolivia, etc.)? Why is this particular regime very important for Latin America and the BRICS? B) Nuances: How do those this Presidents' comments to Oliver Stone differ from some of the other leaders, most blame the U.S. and the IMF for Latin America's woes, what does President's Rouseff's predecessor say his country wants? Use brief quotes if you can (you should be to get by with trailer...) C) Dilma Rouseff also appears in the Rosling [washing machine video](#)...in what role? Why might this important for us and the BRICS) See <http://www.southoftheborderdoc.com/> and/or [the entire film](#), which you do not need to watch to answer this question, unless you are an Oliver Stone fan. Unfortunately, Hugo Chavez died in office a few years ago (although his handpicked successor remains in power, Nicholas Maduro). Better to watch the [Havan Brazil Box](#) store video, and the [Venezuela shortages](#) videos rather than more than 5 to 10 minutes of Oliver Stone (note: Venezuela's President falls off a bicycle in both to different effect)

Inter-Generational Educational mobility: Statistics on educational mobility are computed following the methodology developed in Andersen (2001). The dependent variable is the schooling gap, defined as the difference between (i) years of education that a child would have completed had he entered school at normal age and advanced one grade each year, and (ii) the actual years of education. In other words, the schooling gap measures years of missing education. The Educational Mobility Index (EMI) is defined as 1 minus the proportion of the variance of the school gap that is explained by family background.¹⁹ In an economy with very low mobility, family background would be important and thus the index would be near zero

Guatemala

http://atlas.media.mit.edu/explore/tree_map/hs/export/gtm/all/show/2010/

Honduras

http://atlas.media.mit.edu/explore/tree_map/hs/export/hnd/all/show/2010/

Chile

http://atlas.media.mit.edu/explore/tree_map/hs/export/chl/all/show/2010/

Mexico

http://atlas.media.mit.edu/explore/tree_map/hs/export/mex/all/show/2010/

Argentina

http://atlas.media.mit.edu/explore/tree_map/hs/export/arg/all/show/2010/

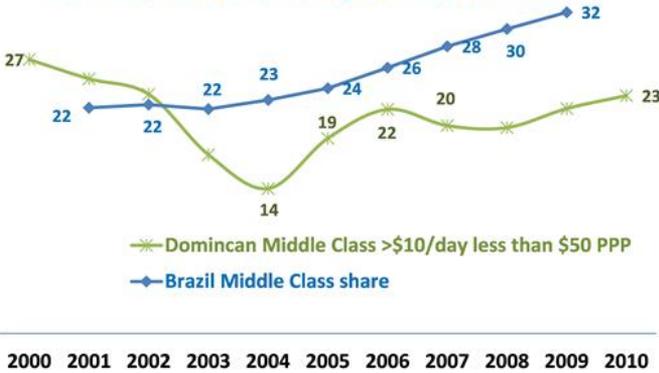
Venezuela

http://atlas.media.mit.edu/explore/tree_map/hs/export/ven/all/show/2010/

Brazil

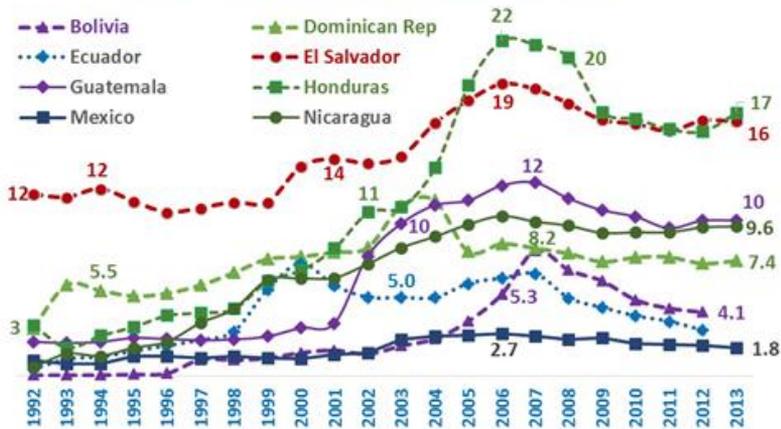
http://atlas.media.mit.edu/explore/tree_map/hs/export/bra/all/show/2010/

Figure M-2B: Brazil vs Dominican Republic Middle class: the DR has a missing middle class, in the regard Brazil has done better



Source: Feirriera et. al. 2012, Economic Mobility and the Rise of the Latin American Middle Class, World Bank LAC Flagship Report, October.

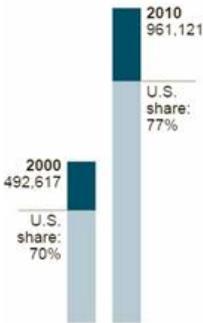
Figure R-1A Personal Remittance as a Share of GDP



Source: World Bank, WD Indicators online, August 2014.

FOREIGN-BORN IN MEXICO

The expatriate population nearly doubled in 10 years.



FOREIGNERS ON WORK VISAS

Permanent and temporary residents in Mexico by region of origin. Includes new arrivals and longer-term residents.



NO LONGER LOPSIDED

Migration between Mexico and the U.S. evened out.



COUNTRY AT A CROSSROADS

For Migrants, New Land of Opportunity Is Mexico



Andrea Bruce for The New York Times

CULTURE Performing Korean pop music in Mexico City. At least 12,000 Koreans are said to live in Mexico.

<http://www.nytimes.com/2013/09/22/world/americas/for-migrants-new-land-of-opportunity-is-mexico.html?smid=pl-share>

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Table1A: New Left Political Regimes in Latin America^{2/}

Country, 2010	Population (millions)	President	Took Office	Effective year*	Classification ^{2/}	Cumulative years in power*				
						2000-2002	2003-2005	2006-2008	2009-2011	2012-2014
Argentina	41	Néstor/Cristina Kirchner	May-03	2004	Left Populist	0	2	5	8	11
Bolivia	10	Evo Morales	Jan-06	2007	Left Populist	0	0	2	5	8
Brazil	201	Lula da Silva/Rouseff	Jan-03	2004	Social Democratic	0	2	5	8	11
Chile	17	R. Lagos/Michelle Bachelet ^{1/}	Mar-00	2001	Social Democratic	2	5	8	11	12
Ecuador	15	Rafael Correa	Jan-07	2008	Left Populist	0	0	1	4	7
El Salvador	6.1	Mauricio Funes	Jun-09	2010	Social Democratic	0	0	0	2	5
Nicaragua	5.6	Daniel Ortega	Jan-07	2008	Left Populist	0	0	1	4	7
Paraguay	6.4	Fernando Lugo ^{3/}	Aug-08	2009	New left regime	0	0	0	3	4
Peru	29	Ollanta Moisés Humala	Jul-11	2012	Social Democratic	0	0	0	0	3
Uruguay	3	Tabaré Vázquez/José Mujica	Mar-05	2006	Social Democratic	0	0	3	6	9
Venezuela	27	Hugo Chavez	Feb-99	2000	Left Populist	3	6	9	12	15
Total LP	105	Share of LatAm pop:	19	2005	Left Populist	3	8	18	36	52
Total SD	256	Share of LatAm pop:	46	2007	Social Democratic	2	7	16	27	40
Total Pop:	361	Share of LatAm pop:	65	Cumulative effective years		5	15	34	63	92

*Cumulative years for each regime start one year after that government takes office (it's "effective year") because new policies take time to implement. Both Nicaragua and Ecuador elected left populist governments in 2008, the Ollanta government took power in 2011 making its effective year 2012.

1/ President Michelle Bachelet Jeria left office in March 2010, ending Concertación's 10 year rule but was reelected in 2014.

2/ This table is based on the political regime classification set forth in Aronson and Perales (2007). After 2007 left populist governments took office in Ecuador (Rafael Correa) and Nicaragua (Daniel Ortega). As Acemoglu et al. (2010, p. 1) notes the "resurgence of populist politicians in many developing countries, especially in Latin America. Hugo Chavez in Venezuela, the Kirchners in Argentina, Evo Morales in Bolivia, Alan García in Peru, and Rafael Correa in Ecuador are examples of politicians that use the rhetoric of aggressively defending the interests of the common man against the privileged elite." Similarly, Cynthia Aronson (email correspondence, November 15th 2010) points out that while "few cases are a perfect fit" one can "safely distinguish" social democratic regimes Brazil, Chile and Uruguay where "political competition takes place within an established institutional framework" from populist regimes such as Argentina, Bolivia, Ecuador, Nicaragua and Venezuela where the "political system is 'refounded' via new constitutions that strengthen the executive at the expense of checks and balances" and where the political "discourse is highly polarizing between 'the people' and an oligarchic elite. And where "new forms of political participation are created outside traditional institutions, such as parties, and are linked to the president in corporatist fashion, the state intervenes in the economy in ways that are hostile to private capital, etc."

3/ Fernando Amindio Lugo Méndez was President of Paraguay from 2008 to 2012.

4/ Carlos Mauricio Funes Cartagena was President of El Salvador from 2009 to 2014

5/ José Daniel Ortega Saavedra has been President of Nicaragua since 2007

6/ Verónica Michelle Bachelet Jeria was President of Chile from 2006 to 2011 and then was reelected in March 2014.

7/ José Alberto "Pepé" Mujica Cordano, President of Uruguay a former urban guerrilla fighter with the Tupamaros succeeded Tabaré Ramón Vázquez Rosas in 2010 both Presidents were part of the leftist Frente Amplio coalition (Broad Front).

Commanding Heights Guide/youtube videos
[Part 2 the Agony of Reform](#)

[Commanding Heights Part 2](#) (Latin America starts at 19 minutes)

[Better quality, just Latin America 5 and 6...](#)

[Bolivia, 1% inflation every 10 minutes, 23.5000 Latin America's lost decade](#)

Latam Quarterly Social Inclusion Rankings

<http://www.americasquarterly.org/charticles/socialinclusionindex2014/>

[Poland and Argentina in 2002](#)

Latin America: Coatsworth source of [Guggenheim Newspaper \(chronical of U.S](#)

http://dev.drclas.harvard.edu/revista/files/455b611184390/foreign_policy.pdf

[More on reform in Chile and the Chicago Boys](#) Guggenheim Under the Same Sun: ends

October 1st <http://blogs.guggenheim.org/map/no-me-token-or-how-to-make-sure-we-never-lose-the-completely/#fn-17051-17>

<http://blogs.guggenheim.org/map/no-me-token-or-how-to-make-sure-we-never-lose-the-completely/>

<http://www.guggenheim.org/guggenheim-foundation/collaborations/map/latinamerica>

<http://www.guggenheim.org/new-york/about/staff-profiles/curators/pablo-leon-de-la-barra>

[More on Chilean student protests](#)



Fernando Nahuel/European Pressphoto Agency

In light of the economic history of Latin America, why might all the fruit (mainly bananas) on Carmen Miranda head symbolize? Why is there a Carmen Miranda museum in Sao Paolo (see this 1995 documentary)



Carmen Miranda as Dorita in "[The Gang's All Here](#)" Directed by Busby Berkeley, USA, 1943; 103m 20th Century-Fox Photo © courtesy of [Joanna Ney](#)

[Voters should ditch Dilma Rousseff and elect Aécio Neves](#)

Oct 18th 2014 | From the print edition

[Brazil's presidential election](#) Why Brazil needs change

