

Food Politics, Gender and Environmental Justice in Mexico

Undergraduate and Master's students



Class Schedule:

This course will take place in person, over 3 weeks, in Mexico
APPROX. DATE: 1 May 2025-1 June 2025

Instructor Information:

Name: Marie-Josée Massicotte

Email: massicot@UOTTAWA.CA

Please use as subject: Mexico course

Office Hours: Thursday 10-12 pm

Preferably by appointment

Photo: Marcha de las mujeres, 8 de marzo 2023, CDMX, MJM

Thanks to Adrian Machado for sharing some of the pictures, included below

Communication Preferences: pronoun: she/her/ella/elle

Call Me: Marie-Josée, or professor.

Before emailing a question, please *fully* read this syllabus and explore the associated resources. The answers to many questions can be found in this document and students may be referred to the syllabus if the answer is already available. Please allow at least **two (2) business days** for responses to inquiries before pursuing another route of communication.

Official Course Description

Intensive field research undertaken under close supervision during the summer term, including a preparatory training. Students will complete a research paper about the field survey. Reserved for students in the Joint Honours or Honours programs of the Faculty of Social Sciences, including Master students. Enrollment is limited and requires the approval of the Faculty of Social Sciences (FSS) according to criteria established by the FSS. *Spanish speaking is an asset.*

Indigenous Affirmation

ANISHINÀBE

Ni manàdjiyànàinig Màmìwinini Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.

Ni manàdjiyànàinig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànàinig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànàinig ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

[Listen to the audio file](#)

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, and future.

Three preparatory sessions will be held on Saturday during the Winter 2025 semester.

1st session: Saturday, January, 14:00-17:00

Ice breaker, Q&As, discussion: what to expect, mutual responsibilities, objectives, daily activities, housing, money, transportation and logistics in Mexico. Health and security.

2nd session: February 10:30-1:30

Introduction to Mexican politics, economy and culture (possibly guest speaker).

Discussion based on required readings.

Lunch, Mexican restaurant nearby

3rd session: March, 14:00-17:00

Preliminary discussion and talking circles on students' interest for the research project around the main research questions (see below).

Brief introduction to methodologies and ethics related to “doing field research abroad” and avoiding white saviorism.

Additional Course Description

Please note: this is a preliminary version but it gives you a very good idea of what we will be doing. This three-week field research course in Mexico is an introduction to engaged research methodology, collective knowledge production, and mutual learning. It will focus on food politics, gender issues and environmental justice, in both rural and urban areas. We will have the opportunity to visit various civil society organizations, meaningful sites and communities who are playing a leadership role in their milieu. In Mexico City (CDMX), we will visit the “Central de abastos”, the mega-food market for food provisioning of one of the largest cities in the world, as well as small scale, agroecological food producers, a farmers’ market, and a community garden.

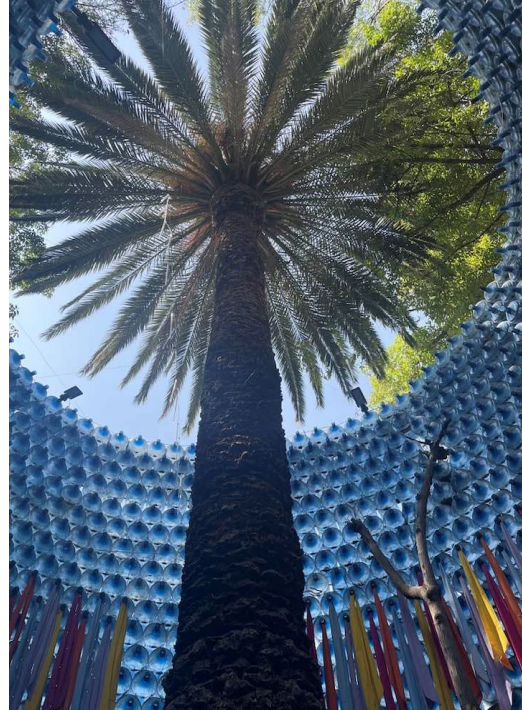


Photo: Huerto Roma Verde, CDMX 2023, MJM

We will also meet activist-researchers to learn about their research and some community initiatives. In so doing, students will be introduced to the extremely complex food networks in Mexico City. They will learn about the different actors and responses that they are promoting to improve the agrifood systems, environmental conditions, and people’s quality of life in this mega-city.

We will then travel to Oaxaca where we will pursue our learning activities with various guest speakers and visits, but this time in rural areas, including Indigenous (mining) communities, fair trade coffee and artisanal mezcal producers. Gender, food and environmental justice perspectives will help us to deepen our understanding of the working conditions, the cultural riches, and the challenges of members of the communities we will have the privilege to exchange with. During visits, students will be invited to familiarize themselves with (non)participant observation, note-taking, oral history, and interview technics. Class discussions and debriefing will help to prepare for community visits, and to think critically about the different topics for final research projects. In small groups, students will have the opportunity to lead an interview with one of the partners’ organizations. Translation will be provided as needed.

Course Learning Outcomes

General Course Learning Outcomes

One of the major objectives of this 6 credit course (but 3 credits for MA students) will be to get acquainted with the power dynamics, challenges, and citizens’ organizing strategies as they relate to food (in)security, food production, gender issues, and environmental crises. The main questions we will seek to address are:

- How can we explain the unequal access to culturally-appropriate and quality food ?
- What are some of the programs and policies that the Mexican government has implemented to address existing problems and inequities related to food, gender, and the environment, with what kind of results (e.g. promotion of agroecology, suelo de conservación, Sembrando Vida...)?
- What are the impacts of the dominant agrifood system on the environment, rural and urban ecosystems, health and communities (Otero)?
- What does a food justice, environmental justice, or gender justice/intersectional perspective allow us to see and analyze that other perspectives may not be able to do?

The course is an introduction to these extremely challenging questions and research methods, which may motivate students to deepen their understanding on the subjects, and potentially engage in further research/activities on related subjects. By the end of the course, students will be able to discuss some of the key challenges within today's dominant food system and some of the strategies that Mexican organizations and individuals have developed to respond to social and environmental injustices. They will also have a better understanding of some of the benefits and limits of doing qualitative, engaged research, and what is required from researchers who wish to pursue such research. Moreover, it is important to note that this is an interdisciplinary course that will draw on political, gender, food, and environmental studies, as well as sociology, anthropology, and geography. This will offer students a much richer understanding of the complexity of the issues under study.

Specific Course Learning Outcomes

- Get acquainted with qualitative research methods, (non)participant observation, interviews, oral history, and engaged research, as well as research ethics.
- Learn about and develop a critical perspective on the historical, political, economic, and social context in which existing agrifood systems have developed in urban and rural Mexico.
- Learn about the gender and environmental implications of existing agri-food practices and policies.
- Learn about and be able to recognize food justice, gender justice and environmental justice perspectives, and how these perspectives contribute to our understanding of contemporary crises.
- Get a better sense and critical perspective about what civil society and community organizations are doing and what pushed them to organize in the first place. What kinds of impacts do they have?
- Develop your skills for taking notes, elaborating good questions, conducting an interview, intercultural exchanges, doing an oral presentation and producing a final research project.



Photo: uO students, Oaxaca



Classroom, SURCO, Oaxaca City

Teaching Methods

Seeing with your own eyes, listening with your ears, sharing, eating with others, and walking on the land. These are among the best ways to learn and deepen our understanding of various phenomenon. After COVID-19 and online learning, this field research course offers a great opportunity to get out of the classroom and meet with experts, community leaders and researchers promoting food, gender, and environmental justice. It relies heavily on **interactive, experiential, and participatory learning**, whether in the pre-departure preparatory sessions, or in the classroom and field visits learning and exchanges while in Mexico. I will be with the group for all activities, as well as Mexico-based partners from SURCO A.C. All the above will only be possible if we build together a respectful environment for *every participant, including our guests*.

Another demonstrated tool to deepen your knowledge is through *reading* various authors and sources. We will have a list of required readings, a small number, but it is expected that everyone comes to class with their personal notes, ready to discuss the content: main argument, perspective, key concepts, limits, etc. Between these readings, our class discussion, and our visits, we will be able to connect theory with practice, directly engaging with community members and researchers. This is experiential learning at its best. This might be the only opportunity during your undergraduate, or even graduate studies, that you will have the capacity to use original data 'from the field' to produce your final research project.

Required Materials

- All the reading materials will be available online.
- For Mexico, 1-2 notebooks will be necessary, even if you decide to bring a laptop.
- No cell phone will be allowed during our daily activities, with a few exceptions.

Assessment Strategy and Expectations

Please note: if you are present, on time, doing the required readings and assignments, listening carefully, taking notes, and actively participating and interacting in a respectful manner, you should not worry about your final grade and focus on enjoying this unique learning experience.



Photo of the chinampas, San Gregorio, CDMX, AM



Student cooking with Doña Tecla, Capulalpam, AM

Presence in all classes and activities is mandatory

Active, daily participation: 20%

During the 3 weeks in Mexico as well as the pre-departure sessions (Winter semester), students are expected to actively participate in discussions, complete the readings, prepare questions and be ready to share their reflections with the group. This field course is heavily based on experiential learning, which means that on-going engagement and participation is expected from all participants, during presentations, in class discussions, and during our visits to communities and organizations. Active participation also means respectful observation and listening to speakers, community members and peer. It means helping one another, sharing knowledge and reflection. For some of you, it may include translating for other students or helping them to find what they need.

Oral presentation (draft of final, team project): 10%

After completing key readings, and based on your observations and fieldnotes, you will present orally the draft version of your final essay: topic and research question (2 minutes), method, activities (2 minutes), synthesis of key texts/authors (2 minutes), challenges, expected answer to question, any key points you'd like to share or get feedback on (2 min.). Teamwork is highly recommended for the final project so you will most likely present as a team.

You will then receive feedback from your peer, SURCO mentor and myself.

Each team will prepare a 10-12 minute (maximum) presentation, followed by a question and discussion period, towards the end of the course.

Report Back: 20%

Each student, or as a team of 2 students, you will be in charge of taking particularly good notes during one of the visits to be able to organize those notes, write a short report with your critical reflections (to be shared with other students), and present for the group (10-12 minutes). There are many ways to do this, and creativity is welcome. Yet you need to do justice to the activities, the people and the information that are shared with us. This does not mean that you cannot be

critical by highlighting difficulties or organizing challenges, for instance. Just think about what is the most constructive feedback that you would like to receive to orient and improve your work and write it in such way that you would be comfortable to go back and present your report to them. Your written report will be shared with other students to complement each other's notes and reflection.



Central de abastos, CDMX, AM 2024



Journal (individual fieldnotes): 10%

Every student will keep a field journal, taking notes during each visit (not on a computer or cell): topics discussed, individuals and organizations met, description of the site, the light (lack of), questions asked or not asked, learnings, surprising information, how you felt.... You can also write other observations, outside of our collective activities, that may be relevant or just notes that you'd like to keep. As we will actively seek to debunk stereotypes and decolonize knowledge, the journal will be an excellent way to gather your own reflections and **ask yourself how knowledge is produced, by whom, and for what purpose?** What knowledge is shared and valued or silenced and made invisible. How various cultural contexts may impact the way individuals are explaining and valuing differently a river, for example. I highly encourage each of you to write down, before to leave, a few questions about our main topic, and some stereotypes about Mexican politics, culture, religion, etc. and later see how it may differ, or not, at the end of the course. For the 10% grade, I will only grade based on what you are ready to share with me and you will keep the notebooks. These are precious to the researchers *en devenir* that you are. It is most important to write down everything you'd like to and then decide what are some of the most important "findings", reflection, and information you want to share with me (by email, you can include a few photos of your notes/drawing as relevant).

Final essay: 40% (2-3 students, teamwork)

Please note that the final project is due at the latest on June 12, 2024, at 1 p.m., or any time before. Otherwise, I will deduct 5% per day, including weekend, and you will get zero after 5 days late. Writing skills are also essential; you have many tools to make sure you hand in a well-crafted paper. I will deduct up to 10% of your grade for poor language, punctuation, structure, unclear ideas... You also must have a complete and adequate bibliography and reference method.

Each team will choose between the following options:

A. Conventional research paper, including data from at least *one on-site 'informal' interview/notes from a visit*.

B. Oral history with a member of a Oaxaqueña community (need very good knowledge of Spanish, can be individual paper);

C. Short video analysing a community experience/initiative from one of the visits (need good knowledge of Spanish);

The different options will be further explained in class. For all these options, you will construct your research project in a way that it could be useful for the partner organization. Before departure, each student will read background documents and academic articles related to the main topics of the course and for the topics they planned to work on, as well as preparing an annotated bibliography for the final research project, no matter what option you chose. You will specify your research question and develop your topic during our stay in Mexico, when you will possibly get access to relevant grey literature and primary/secondary sources, completing at least one informal interview on-site. **Upon return**, you will finalize the research project with your teammates. Please write the final WORD counts on the cover page.

Option A - Research paper: hard copy SVP, double sided if possible

**** PLEASE note that most information in this section are relevant for Options B and C**

An essay of 2300-3500 words (before bibliography), combining the research done in Canada, the sources/information found in Mexico, and quotes or paraphrasing from at least one interview or conversation with a resource person while in Mexico (typically NGO or government official, social movement or community participants). Your essay must have a clear argument or research question to be answered and demonstrated, or to be rejected, or nuanced. Papers should include a title, title page, page numbers and complete and coherent bibliography, as well as a copy of the interview guidelines and questions asked in an annex. Transcript for one informal interview or conversation is highly recommended, in an annex as well.

We will discuss further **research ethics** but note that all the information and your field notes can only be used for the purpose of this course, as a learning process. You will not be able to use it in another context, including blogposts or other publications, except if you can contact the organization members and ask permission, as well as getting the permission from the ethic board of the university and/or your professor.

For the final research project, you can use the real name and organization of speakers/ participants in the paper, with a list of who they are, when you met them, gender, approx. age, where you met them, affiliation, relevant information in an annex or at the end of your bibliography.

All citations and bibliographies should follow **APA style** without using footnotes or endnotes (cf. <http://www.sass.uottawa.ca/writing/kit/apa.doc>). Make prior arrangements with the professor to submit the final paper (by June 12, at 1:30 p.m. at the latest). **Email copy + hard copy SVP.**

Option B – Oral history:

You're better in oral than written communications and analysis? You are a good listener, interested in, and sensitive to people's experiences, approaches, and opinions? This option may be for you! Oral history involves the systematic collection of someone's unique experiences through testimony. A growing number of social scientists now recognizes the value of people's everyday lives and memories. Yet making good oral histories is extremely demanding. In term of preparation: you'll need to familiarize yourself with the techniques, the do's and don't (see http://dohistory.org/on_your_own/toolkit/oralHistory.html - DOIT).

You also need to prepare adequately and get the approval of the local ethic committee. You should be fluent in Spanish, or team up with someone who is fluent to choose this option. Oral histories also require that you **verify** the stories and information you get, **analyze** them, put them into **context**, and **make sure you store them adequately, respecting ethical norms**. This technique can be emotionally challenging as some of the interviewees have gone through very tough experiences that they may wish to share or not with you. As with every type of field research, BEFORE TO USE and diffuse any of their information/image/voice in print or other media, you will need to get the explicit (oral or written, as appropriate) CONSENT from your informants/interviewees.

One page proposal explaining the context, main topics, description of the person/organization, + **key questions** (in Spanish *and* English or French) will need to be approved by myself or Oliver (SURCO mentor), before the interview takes place. The final product should be around 10 pages long (**2000-3200 words**). You will need to submit the tape of the interview-or the transcription, including the oral consent, as well as your proposal and final interview questions for evaluation. The best oral histories may eventually be published if different venues become available, and with the consent of the participants.

Option C – Video: using a smartphone, webcam, or digital video camera

This option would require that you are fluent in Spanish and have some familiarity with the technology to be confident that you can produce a good final product, about 10-20 minute long (not more!). Please read the directives for oral history above that are also relevant here, but in this case, the final product will be a well-produced and formatted video, including context, interview(s), and critical analysis, rather than a written story. To verify the information, you may need to meet more than once with the same person or interview more individuals and do some extra research to complete your project. For evaluation, you will submit the final video, along with the interview recording, the interview questions and the proposal that was first approved by the ethic committee--including the oral or written consent. The best videos may be posted online, **if and only IF** you can get the formal **consent** of participants AND an **appropriate venue**.

Available topics: choosing among these and deciding later about the exact question and angle you will adopt is highly recommended. It will allow you to clarify earlier what you want to do,

start looking for articles, do some readings, discuss with your peers. This will also allow your team to use at least one visit to ask some questions and possibly sit down with one of the speakers.

1. Iztapalapa, urban, environmental issues and youth organizing
2. Small scale food production in the chinampas: culture, identity, pueblos originarios
3. Central de abastos and food provisioning in Mexico City; food waste
4. Alternative food networks between small scale producers and eaters
5. Artisanal mushroom or mezcal production
6. Agroecological vs. organic vs. conventional production: benefits and challenges?
7. Environmental justice/food justice and water issues
8. Community gardens – citizens’ organizing, Huerto Roma Verde +
9. The future of Xochimilco: food production, tourism, or housing development?
10. *Sembrando vida* and other governmental programs sustaining small producers
11. Defense of the territory and mining development (Capulalpam de Mendez)
12. Women in politics (Internal normative system, parity laws, machismo...)
13. Women and violence, women and resistance
14. Tianguis vs. supermarkets

Assessment Policies and Expectations

Every part of the evaluation must be completed to receive a final grade, otherwise you will have an incomplete (EIN). This includes regular, on-going, respectful, and active participation to every activity.

Evaluation format	Weight	Date
Active, individual participation	20%	On-going, including pre-departure sessions. Actively listening and taking notes. Relevant questions, comments, quality before quantity. Leaving space for others. Being present, on time, positive...
Short oral presentation (team) of final project	10%	Towards the end of the trip
Lead report back on a visit	20%	TBD, based on choice of visits
Journal (fieldnotes)	10%	On going
Final project (2-3 students)	40%	June 12, 2024, hard copy + word version via email

Attendance

All participants need to attend and participate in the pre-departure sessions as well as all activities, visits, in classroom sessions. Since this is a field course based on experiential learning and the possibility to meet, exchange, and visit communities and partners, it is mandatory for everyone to be present. If you have to miss an activity, you must talk to the professor or SURCO coordinator before the event, or as soon as possible. Missing activities can result in receiving an incomplete (EIN).

Policy on the 'EIN' grade for the School of Political Studies

Course failure – EIN (F): according to [regulation 10.6](#), a student receives the equivalent to a failure mark whenever he or she has failed to **complete one or more evaluations identified as mandatory in the course syllabus approved by the academic unit.**

According to the policy established by the School of Political Studies, “one or more evaluations identified as mandatory” is defined as follows: one or more examinations (mid-term, final) or any work (quizzes, tests, presentations, research paper, etc.) **worth a total of 15% or more of the final grade.** Please note that a denied request for a deferral may therefore result in the student receiving a failing mark for the course.

In accordance with [Academic Regulation 10.3](#), any student who has concerns about a grade assigned to him or her should contact the professor in order to better understand the reasons behind the grade, and to articulate those concerns. If, despite the explanations provided and any outcome of the discussion with the professor, the student remains convinced that the grade is still not appropriate, he/she must resort to the official grade review process established for this purpose. For further details about how this process works and how to initiate it, see the aforementioned Academic Regulation 10.3. It should be noted that the grading process results from the knowledge and pedagogical experience that professors, teaching assistants and correctors possess and put at the service of student learning. It is not acceptable to harass teaching assistants and professors in this regard, or to persist in trying to negotiate one's grade. In this connection, students are encouraged to consult [Policy 130. “Student Rights and Responsible Conduct”](#).

Late Assignments

All assignments are to be submitted by their due date and time. If for a serious reason you cannot hand in your paper on time, please communicate with me as soon as possible.

All late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 3 days, *including weekends*. **After 3 days all outstanding assignments will be given a zero (0%) grade.**

Policy on justification of late submission of assignments and take-home examinations for the School of Political Studies

The new deadline granted by the School will be equal to the number of working days included in the period of disability specified on the medical certificate.

The medical certificate (sent online by the student with the DFR form) **MUST** specify in accordance with academic regulation 9.5:

- the name of the student;
- **the date of both the absence and the return to studies;**
- the medical consultation date and the physician's signature

Determination of the new deadline:

- If the date of both absence and return to studies are before the due date for the assignment: the new deadline will be calculated from the day following the original due date for the assignment or take-home exam.

- If the date of return to studies is during or after the due date for the assignment or take-home exam: the new deadline will be calculated from the day of the date of return to studies specified on the medical certificate.

Please, note that in the case of a short-term absence, the new deadline established by this policy applies even if the request for a deferral has not yet been approved.

Example 1:

- Due date for an assignment: April 20, 2020.
- DFR form submitted on April 24, 2020 (as allowed by Academic Regulation 9.5).
- Disability period specified on the medical certificate: March 19 to 24, 2020 (**6 calendar days but 4 working days**).

New deadline granted: until April 27, 2020, at the same time as on the original due date (**4 working days following April 20, 2020 and assignment to be handed-in on the 5th working day following April 20, 2020**). If the assignment is handed in after the new deadline, the penalty for late submission specified in the course outline may apply.

Example 2:

- Due date for an assignment: April 20, 2020.
- DFR form submitted on April 24, 2020 (as allowed by Academic Regulation 9.5).
- Disability period specified on the medical certificate: April 20, 2020 (**1 working day**).

New deadline granted: until April 22, 2020, at the same time as on the original due date (**1 working day following April 20, 2020 and assignment to be handed-in on the 2nd working day following April 20, 2020**).

If the assignment is submitted on April 24 (**2 days after the new deadline**) or at any time after April 22, 2020, the penalty for late submission specified in the course outline may apply. **Under such circumstances, the student should not wait for the deferral to be approved before handing in the assignment.**

Missed exams and requests for deferral

Students who are excused for missing an evaluation will be required to write a deferred evaluation, except where the professor offers a re-weighting scheme which applies to the student’s case. Professors may decline to offer a deferred evaluation and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule ([Academic Regulation A-8](#)) and the final exam rule.

IMPORTANT:

- Students can request a maximum of one (1) deferred evaluation per course, and this evaluation must be taken as soon as possible and within six (6) months after the end of the term.
- All deferred **final** exams for courses at the Faculty of Social Sciences, except for SVS 3505, SVS 3515 and all ECO courses, will take place during the next term (please consult the [important academic dates and deadlines webpage](#) to know the specific dates).

Course Calendar, to be confirmed

Date	Activities
Monday, May 5	Arrival Mexico City. Stay at Hotel Isabel, Centro historico
May 6	AM: Introduction: Mexico City, security, money, transport, food, gender PM: Tour Zocalo, Bellas Artes/Templo Mayor, archeological site Short debrief and information on what is coming up, who is doing what?

Wed. May 7	Tour: Universidad Nacional Autónoma de México (UNAM) campus Conference by researchers, alternative food systems, chinampas, ecology Lunch at UNAM Cafeteria
Thursday May 8	AM: Central de Abastos (mega-wholesale food market) : https://go.gale.com/ps/i.do?p=AONE&u=otta77973&id=GALE%7CA776417902&v=2.1&it=r&aty=ip PM: Huerto Roma Verde, community garden, talk by activist-researcher
Friday May 9	Visit chinampas, discussion and lunch with family producers, south of Mexico City
Saturday May 10	Debrief, then Day off Options: Visit organic market (Mercado 100), readings, notebook, visit the “centro historico”, Chapultepec... Museos (Frida, antropologia...)
Sunday May 11	Iztapalapa, meet youth organizing around justice and environmental issues, debrief
Monday, May 12	Minivan, Universidad de Chapingo, conference, organic gardens Around 4 pm: Drive to Oaxaca; Bed and breakfast, centro de Oaxaca
Tuesday May 13	AM in class: food, gender and mining issues in Oaxaca. Workshop, discussion of research projects (small groups with mentors, MJ): how to, what not to do. PM: city tour: history, sociopolitical struggles, gender and environmental challenges
Wed. May 14	Monte Albán , arqueological site Huitzo, visit small organic producers from SURCO alternative consumer network
Thursday May 15	Visit commercial production of organic vegetables exporting to California & Ontario
Friday May 16	Cultural visit/caves; talk with artisanal producers and members of Mezcal Association (Consejo de Regulador de Mezcal), walk the agave field. San Baltazar Guelavila. Lunch on site.
Saturday May 17	DAY OFF: visit and taste Oaxaca City Museums, street arts & food, food markets, Arbol de Tule (biking?)
Sunday May 18-19	Capulalpam, Mining (museum), environment, Pueblo Magico, Indigenous governance. Brief discussion with communal authorities. Temascal TBC. 2 nights
Tuesday May 20	TBC coffee producers or cooking class Discussion participants, Sembrando Vida.
Wed. May 21	Oaxaca: debrief, student presentations, 1 speaker
Thursday May 22	Zaira Hipolito (Ieepco), guest speaker on women’s political rights. Lunch. Nallely Tello (<u>Consortio</u>), women’s movement in Oaxaca (Surco)
Friday May 23	Student presentations and exchange with partners, visit TBC
Saturday May 24	Final presentations, final debriefing, fiesta de despedido, in SURCO
Sunday May 25	Last presentations. Drive to airport/bus station – end of program

Bibliography

Preliminary List of Readings :

Pasquier, Ayari & Monachon, David & Bonifaz, Sofia. (2023). Building Bridges Between Actors and Territories in Mexico City. Challenges, Opportunities, and Paradoxes of Sustainable Food Initiatives. 10.1007/978-3-031-27308-7_11.

- Alvarado, B. M. (2013) La communalité chez les peuples originaires (dans un dialogue multiple avec Noam Chomsky). DIAL: Diffusion de l'information sur l'Amérique latine - Alterinfos América Latina janvier 2013, DIAL 3223
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- *Bach, C.E. and N. McClintock (2021) Reclaiming the city one plot at a time? DIY garden projects, radical democracy, and the politics of spatial appropriation. *Environment and Planning C: Politics and Space* 39.5, 859–78.
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