



HS 321 CONTEMPORARY ARGENTINE HISTORY: POLITICS AND CULTURE IN THE CONSTRUCTION OF A NATIONAL IDENTITY

IES Abroad Buenos Aires

DESCRIPTION:

This course will provide an advanced introduction to the political, social, and cultural history of contemporary Argentina. The general questions that will organize our analysis include: Why did Argentina have such a traumatic transition from Spanish colony to independent nation (1810-1880)? What are the characteristics of Argentina's particular ethnic and demographic make-up? Why did Peronismo have such an impact in Argentina's modern history? Why did Argentina have more military coups than any other Latin American country in the twentieth century? In order to understand the cultural development of the history of Argentina's identity this course will analyze the relationship between literature, art and politics in modern Argentina.

Topics will include the emergence of literature at the time of nation-state building in the 19th century, the impact of immigration and the rise of nationalism at the beginning of the 20th century, the changing relationship between literature and the Peronist movement, the impact of the Latin American "literary boom" in Argentina, and the influence of political radicalization and violence on literature in the second half of the 20th century.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Lectures, guest speakers' presentations, discussions, readings, fieldtrips, individual and group in-class activities, and oral presentations.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 20%
- Assignments - 20%
- Midterm Exam - 30%
- Final Exam - 30%

Course Participation

You are required to complete the assigned reading by the date posted in the course schedule. To-do-at home & in-class assignments such as small group activities, response paragraphs, etc., will also be regularly scheduled and graded. There will be also at least one field trip during the semester. **Bring textbooks/download pdf version of the texts in your notebook to bring to class; they will be used for in-class activities.**

Midterm Exam

The midterm will be based on all readings, videos, lectures, and class discussions. It is not cumulative. The exam may consist either in a sit-in exam or/ and a to-do-at-home paper.

Final Exam

Students will have to complete a test in class and submit a **3-4 pages essay** on a topic of his/her interest that can be chosen from a list provided by the professor.

The **bibliography** must include at least two academic articles. The topic will have to be organized according to a thesis, problem or question the student should ask in relation to the course syllabus. It **has to be chosen from the syllabus** and at list one of the



readings of the syllabus has to be included for analysis. Students interested in including **new material and readings** will be **welcomed**.

By the 13th class of the semester students are to **submit a paper proposal** to be able to discuss with the professor the feasibility of the topic, useful bibliography, etc. This **proposal** should have the **format** of an **academic abstract**. This means it has to be organized according to the following elements:

1. A thesis/interrogation/issue to be researched,
2. The methodological line that will be utilized to complete the writing of the paper.
3. The bibliography and other sources that will give support to it.

The course proposal is that **the final paper is a work in progress**. Each class the professor will suggest some elements in relation to the texts, images or movies that could be final material and students will be encouraged to also propose some ideas. Each student will present a draft of the final project to the rest of class by the second part of the semester. The purpose of this exercise is to help defining the topic and the exchange ideas, so everybody can participate with their opinions after the presentation of the proposals.

The paper's originality, depth, way of engaging with the audience, and clarity, will be the **basis of the grading in this task**.

The final paper will be delivered by email to the professor by the last class of the semester.

Grading Scale

A	96-100	Excellent Performance
A-	92-95	Excellent Performance
B+	88-91	Good Performance
B	84-87	Good Performance
B-	80-83	Good Performance
C+	76-79	Adequate Performance
C	72-75	Adequate Performance
C-	68-71	Adequate Performance
D+	65-67	Unsatisfactory Performance and/or Comprehension of the Subject Matter
D	60-64	Unsatisfactory Performance and/or Comprehension of the Subject Matter
F	Below 60	Failure to Complete Course Requirements or Wholly Inadequate Comprehension of the Subject Matter

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Demonstrate orally and in writing a general understanding of the most important processes that shaped Argentine political and social history.
- Use knowledge and strategies acquired in class to successfully compare and contrast Argentina's history with those of other nations in the Americas, including the United States.
- Evaluate critically different interpretations about the nature and consequences of the relationship between leaders and masses in Argentina, including those between independence soldiers and revolutionary elites, gauchos and caudillos, Juan Perón and the working class, and the Peronista party and the poor.
- Analyze the complex causes that led to a spiral of violence, human rights violations and political instability in the late 20th century.
- Build up an extensive reflection of arts, literature & politics as intertwined forces in the elaboration of an idea of Argentina in relation to the rest of the Western World.
- Think about elements to be compared with the home culture.
- Elaborate his/her own ideas or hypothesis on this process as a result of intensive readings, class discussion, research assignments & final research.

CONTENT:

*** Before each class starts, students will be required to answer questions about the texts that had to be read for the class or the movie that had to be watched. This will be part of the class participation grade.

Week	Content	Assignments
Week 1	Introduction Constructing the “Other”: “Civilization” and “Barbarism”, 1810-1880 - Esteban Echeverria, “The Slaughterhouse” in Roberto González Echavarría (ed.), The Oxford Book of Latin American Short Stories. (Oxford U. Press, 1997). - Walking tour in Retiro	Rock David, Argentina, from Spanish Colonization to Alfonsín, University of California Press, chap. 3
Week 2	Introduction Constructing the “Other”: “Civilization” and “Barbarism”, 1810-1880 - Domingo F. Sarmiento, Facundo: Civilization and Barbarism [translated by Kathleen Ross] (University of California Press, 2004), An Introduction (pp. 6-17), Author's Note (pp. 29-30), Introduction (31-42), Chapter IV - Visit to Palacio Paz	- De la Fuente, Ariel, Children of Facundo: Caudillo and Gaucho Insurgency during the Argentine State-Formation Process (La Rioja, 1853-1870), Duke U Press, 200, chapters 5 & 6. - Rock David, Argentina, From Spanish Colonization to Alfonsín, University of California Press, chap. 4
Week 3	Modernization and Immigration, 1880-1930s - Leopoldo Lugones, “National Identity in a Cosmopolitan Society” (TAR, 209-213); “On immigration”, Selected Writings, NY, Oxford University Press, 2008 - Movie discussion: En pos de la tierra - Visit to la Boca & Museo Benito Quinquela Martín - Visit to Museo de los Inmigrantes	- Romero Luis Alberto, Brief History of Contemporary Argentina, FCE, Buenos Aires, Chapter I and II. - Rock David, Argentina, from Spanish Colonization to Alfonsín, University of California Press, chap. 5 (First part).
Week 4	Modernization and Immigration, 1880-1930s Roberto Arlt, “Soccer and Popular Joy”, Penguin Editions	- Simon Collier, “The Birth of Tango” (TAR, 196-202). - Armus, Diego, “Tango, Gender and Tuberculosis in Buenos Aires, 1900-1940” in Disease in the History of modern Latin America from Malaria to AIDS, Duke University Press, pp. 101-129 - Samuel, Baily, “Introduction. The comparative study of transnational Italian Migration” in Immigrants in the land of promise, Italians in Buenos Aires and New York city, 1870-1914, Cornell University Press, pp. 9-21; Chapter 2. The Italian Migrations to Buenos Aires and New York City”, pp. 47-68. - Scobie, James, “4. Plaza and Conventillos” in Buenos Aires. Plaza to Suburb, 1870-1910, New York, Oxford University Press, 1974. pp.114-159.

Week	Content	Assignments
Week 5	The Radical Era. 1916-1930 - GUEST SPEAKER: Cecilia Belej “Contemporary art and politics: Mural projects in Argentina and the US. “ - Visit to ESMA	Rock David, Argentina, From Spanish Colonization to Alfonsín, University of California Press, chap. 5 (Second part).
Week 6	The Radical Era. 1916-1930 - Visit to Museo Nacional de Bellas Artes - GUEST SPEAKER: Catalina Fara	
Week 7	MIDTERM EXAM	
Week 8	The Nationalist reaction. 1930 - 1945	- Romero Luis Alberto, Brief History of Contemporary Argentina, FCE, Buenos Aires, Chapter III. - Walter, Richard, “Buenos Aires in the early 1940s” in Politics and urban growth in Buenos Aires. 1910-1942, Cambridge University Press, pp.235-255.
Week 9	Peronism, 1946-1955 - Movie discussion: Alias Gardelito - Visit to Museo Evita	- Plotkin, Mariano B. Mañana es San Perón. A Cultural History of Peron’s Argentina, Scholarly Resources, 2003, pp. 3-18. - Rock David, Argentina, From Spanish Colonization to Alfonsín, University of California Press, chap. 7.
Week 10	Revolutionary Hopes and State Violence, 1955-1983 - Rodolfo Walsh, Operation Massacre (TAR, 333-339); “That Woman” - Visit to Plaza de Mayo Mother’s walk	- Osiel, M., “Constructing subversion in Argentina’s dirty War” - Brennan, James and Monica B. Gordillo, “Working Class Protest, Popular Revolt, and Urban Insurrection: the 1969 Cordobazo” Journal of Social History 27:3 (Spring, 1994), 477-498.
Week 11	Revolutionary Hopes and State Violence, 1955-1983 - Movie discussion: - Garage olimpo - La historia oficial - Infancia Clandestina - GUEST SPEAKER: Ana Sanchez Troillet	- Vila, Pablo, “Rock nacional and dictatorship in Argentina” in Popular Music, vol. 6, Nº2, Cambridge University Press, 1987. - Manzano, V., We don’t want your Revolution: Conflicting Relations between Youth Countercultures and the New Left in Argentina, 1966-1976

Week	Content	Assignments
Week 12	The 1980s: Malvinas War and the return to democracy • Movie Discussion: Iluminados por el Fuego. • Visit to Museo de Arte Moderno de Buenos Aires	• Graciela Speranza and Fernando Cittadini, "War in the South Atlantic", pp. 465-472. • Recommended Reading: Romero Luis Alberto, Brief History of Contemporary Argentina, FCE, Buenos Aires, Chapter VIII.
Week 13	Contemporary Argentina: Poverty and Xenophobia – Democracy and its Limits, 1983-Today • Movie Discussion: ○ Bolivia ○ Mundo Grúa	• Grimson, A, "New Xenophobias, new Ethnic Politics". • Steven Levitsky and María Victoria Murillo. "Argentina: From Kirchner to Kirchner." <i>Journal of Democracy</i> 19.2 (2008): pp. 16-30. • Romero Luis Alberto, Brief History of Contemporary Argentina, FCE, Buenos Aires, Chapter X & Epilogue. • Recommended Reading: Svampa, Maristella. "The End of Kirchnerism" <i>New Left Review</i> no. 53 (September 2008): 79-95.
Week 14	FINAL EXAM DUE	

REQUIRED READINGS:

- Alvarez, Juan, Buenos Aires in the- early twentieth Century in Joseph, G. And Szuchman (ed.) *I saw a city that was invincible. Urban portraits of Latin America*, pp. 133-147.
- Archetti, Eduardo, "Playing styles and masculine virtues in Argentine football" in *Machos, mistresses, madonnas. Contesting the power of Latin American gender imagery*, pp. 34-55.
- Armus, Diego, "Tango, Gender and Tuberculosis in Buenos Aires, 1900-1940" in *Disease in the History of modern Latin America from Malaria to AIDS*, Duke University Press, pp. 101-129
- Bishop, T., Changing concepts of Avant-Garde in XXth Century Literature, *The French Review*, vol 38, No 1, /Oct 1964)
- Castro-Klaren, Sara, Cortazar, Surrealism, & Pataphysics. *Comparative Literature*, vol 27n° 3
- Gutiérrez, Ramón, "Buenos Aires. A great European City" in Almandoz, A. (ed.) *Planning Latin America's capital cities, 1850-1950*, pp. 45-74.
- Nicholas Fraser and Marysa Navarro, "17 October 1945", "The new Argentina" and "The gift of giving" in Evita. *The Real Life of Eva Perón*, New York, W.W. Norton & Company Inc., 1996. pages 49-68, 102-113, 114-133.
- Samuel, Baily, "Introduction. The comparative study of transnational Italian Migration" in *Immigrants in the land of promise, Italians in Buenos Aires and New York city, 1870-1914*, Cornell University Press, pp. 9-21; Chapter 2. The Italian Migrations to Buenos Aires and New York City", pp. 47-68.
- Scobie, James, "4. Plaza and Conventillos" in *Buenos Aires. Plaza to Suburb, 1870-1910*, New York, Oxford University Press, 1974. pp.114-159.
- Speaks, Michael, Which Way Avant Garde?, *Assamblage* N° 41, 2000
- Rock, David, *Argentina, 1516-1987: From Spanish Colonization to Alfonsín*. Los Angeles, Berkeley, University of California Press, 2008. Chapters IV to IX will help you understand the historical background of the topics discussed in class.
- Romero, Luis Alberto, *A History of Argentina in the Twentieth Century*, The Pennsylvania State University Press, 2002. Introduction, Chapters one to eight will help you contextualize classes from week 5 up to the last week.
- ----- "The Process, 1976-1983" in *A History of Argentina in the Twentieth Century*, Buenos Aires, Fondo de Cultura Económica, 2006, pages 215-254.

- Seman, Pablo-Vila, Pablo-Benedetti, Cecilia, "Neoliberalism and Rock in the popular sectors of contemporary Argentina" in Pacini Hernandez, Deborah-Fernandez L'Hoeste, Héctor-Zolov, Eric, *Rocking las Americas. The global Politics in Rock Latin/o America*, University of Pittsburgh Press, 2004.
- Ubelaker, Lisa, *A good neighbor, In Print: Politics, propaganda, and the consumption of Selecciones del Reader's Digest* in Buenos Aires (1940-1960), 2006, (mimeo).
- Walter, Richard, "12. Buenos Aires in the early 1940s" in *Politics and urban growth in Buenos Aires. 1910-1942*, Cambridge University Press, pp.235-255.