



## **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?

Topics covered in this course 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. Throughout the course, we will pay particular attention to the cultural evolution of Argentina's national identity by exploring the interplay between literature, art, and politics in modern Argentina.

**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:**

- Class participation - 10%
- Individual and/or group assignments - 25%
- Midterm assignment - 30%
- Final exam - 35 %

### **COURSE ELEMENTS**

**Homework and 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.

**Evaluations:** Your grades will be a result of your class participation and weekly evaluations that will take place on fieldtrip days and a final paper (see below), which will be based on all readings, videos, lectures, and class discussions. They are not cumulative.

### **FINAL EXAM**

The final exam will be divided into two parts:

1. Students will have to complete an open book test that will be uploaded and will have to be completed in Moodle.
2. Students will have to submit a 2-3 pages essay based on their reflections on one of the topics of the second part of the

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syllabus (after the midterm). The essay must be based on a hypothesis or issue that could be responded to with academic material. The final paper will be delivered by email to the professor by the last class of the semester.

#### 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.

#### ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Buenos Aires classes, including course-related excursions. If the student misses more than one class (if the course is given intensively in 5 to 7 weeks) or two classes (if the course is given in 15 weeks), his/her final grade will drop one point for each missed class exceeding the limit, e.g. from A to A-, from A- to B+ and so on. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

#### CONTENT:

Week	Content	Assignments
Week 1 <sup>1</sup> and Week 2	<b>Argentina as a Modern State: Political Parties and the Elite</b>	<ul style="list-style-type: none"><li>• Esteban Echeverría, "The Slaughterhouse" in Roberto González Echeverría (ed.), <i>The Oxford Book of Latin American Short Stories</i>. (Oxford U. Press, 1997).</li><li>• Skidmore and Smith, <i>Modern Latin America</i>, pp. 69-71</li><li>• Course related trip to Museo Fernandez Blanco.</li><li>• Course related Trip to Museo Nacional de Bellas Artes</li></ul>
Week 3	<b>Immigration and Social Transformations. 1880-1930s</b>	<ul style="list-style-type: none"><li>• Movie discussion: <i>En pos de la tierra</i></li><li>• Samuel, Baily, "Introduction. The comparative study of transnational Italian Migration" in <i>Immigrants in the land of promise, Italians in Buenos Aires and New York city, 1870-1914</i>, Cornell University Press, pp. 9-21; Chapter 2. <i>The Italian Migrations to Buenos Aires and New York City</i>", pp. 47-68.</li><li>• Armus, Diego, "Tango, Gender and Tuberculosis in Buenos Aires, 1900-1940" in <i>Disease in the History of modern Latin America from Malaria to AIDS</i>, Duke University Press, pp. 101-129</li><li>• Course related trip to La Boca and Museo Benito Quinquela Martín</li><li>• Course related trip to MUNTREF Immigration Museum</li></ul>

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<sup>1</sup> Week 1 is a shorter week of classes as the first few days are dedicated to orientation.

Week	Content	Assignments
Week 4	<b>The Radical Era and the Nationalist Reaction. 1916-1945</b>	<ul style="list-style-type: none"> <li>GUEST SPEAKER: Cecilia Belej “Contemporary art and politics: Mural projects in Argentina and the US. “</li> <li>Romero, Luis Alberto, A History of Argentina in the Twentieth Century, The Pennsylvania State University Press, 2002. Chapters one, two and three.</li> </ul>
Week 4 and 5	<b>Peronism</b>	<ul style="list-style-type: none"> <li>Plotkin, Mariano B. Mañana es San Perón. A Cultural History of Peron’s Argentina, Scholarly Resources, 2003, pp. 3-18.</li> <li>Romero, Luis Alberto, A History of Argentina in the Twentieth Century, The Pennsylvania State University Press, 2002. Chapter four.</li> <li>Rodolfo Walsh, <i>Operation Massacre</i> (TAR, 333-339)</li> <li>Rodolfo Walsh “That Woman” [available at <a href="http://www.wordswithoutborders.org/article.php?lab=ThatWoman#">http://www.wordswithoutborders.org/article.php?lab=ThatWoman#</a>]</li> <li>Course related trip to Museo Evita</li> </ul>
Week 6	<b>Republicanism and Democracy:</b>  <b>Military coups, political struggles and guerrilla movements</b>	<ul style="list-style-type: none"> <li>Manzano, V., We don’t want your Revolution: Conflicting Relations between Youth Countercultures and the New Left in Argentina, 1966-1976</li> <li>Course related trip to Espacio Memoria y Derechos Humanos ex ESMA The largest clandestine detention, torture and extermination center of the last Argentine civil-military dictatorship operated there.</li> <li>Romero, Luis Alberto, A History of Argentina in the Twentieth Century, The Pennsylvania State University Press, 2002. Chapter seven.</li> </ul>
Week 7	<b>Contemporary Argentina: Gender and Xenophobia</b>	<ul style="list-style-type: none"> <li>Archetti, Eduardo, “Playing styles and masculine virtues in Argentine football” in <i>Machos, Mistresses, Madonnas</i>. Contesting the power of Latin American gender imagery, pp. 34-55.</li> <li>Guest Speaker María Inés La Grecca – “Gender and politics in contemporary Argentina”</li> </ul>



#### COURSE-RELATED TRIPS:

- Course related trip to Museo Fernandez Blanco.
- Course related Trip to Museo Nacional de Bellas Artes
- Course related Trip to Immigration Museum
- Course related Trip to Museo Evita
- Course related Trip to Espacio Memoria y Derechos Humanos ex ESMA The largest clandestine detention, torture and extermination center of the last Argentine civil-military dictatorship operated there.

#### REQUIRED READINGS:

- They are indicated in the assignment column.

#### RECOMMENDED 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.
- 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 4 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.



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