
Topics in Argentine History

COURSE DESIGNATOR: ARGN 3006

LANGUAGE OF INSTRUCTION: English

NUMBER OF CREDITS: 3

CONTACT HOURS: 45

COURSE DESCRIPTION

This course introduces students to the political, social, and cultural developments of modern (from the beginning of the 20th Century to the present) Argentina. Emphasis will be placed on the changing relationship between elite and “pueblo,” on the emergence of new forms of political representation and social movements, on the evolution of new social and cultural identities, and on the development of a mass culture and its relations to elite culture.

COURSE OBJECTIVES

Enable students to develop a working knowledge of the key social, political, economic, and cultural developments in Argentine history since the colonial period.

Encourage students to interrogate about the complex relationship between local level developments and world processes across time and space.

METHODOLOGY

You are required to do the assigned reading in advance and come to class prepared to participate actively. Effective participation is only possible if you do the reading. You will be evaluated for your participation.

The required written work for the course consists of two midterms. You may be asked to write essays. We will grade the essays and exams by taking into account the quality of the argument or arguments exposed, the knowledge of the bibliography, and the organization and clarity of the information provided.

REQUIRED READINGS/ MATERIALS

Further Readings

Daniel James, *Resistance and Integration: Peronism and the Argentine Working Class, 1946-1979*. Cambridge: Cambridge University Press, 1988. Chapter 1.

Mariano Plotkin, *Mañanæs San Perón. A Cultural History of Peron's Argentina*, Rowman & Littlefield Publishers, 2002. Chapter 2.

Carlos Waisman, *Reversal of Development in Argentina: Postwar Counterrevolutionary Policies and their Political Consequences*, Princeton University Press, 1987.

Monica Peralta Ramos and Carlos H. Waisman (eds.), *From Military Rule to Liberal Democracy in Argentina*, Boulder: Westview Press, 1987.

S.P.C. van Drunen, *Struggling with the past: the human rights movement and the politics of memory in post-dictatorship Argentina (1983–2006)*, Dissertation summary.

Leonardo Filippini, *Criminal Prosecutions for Human Rights Violations in Argentina*, ICTJ Prosecutions Program, November 2009.

Paul Lewis, 2001, *Guerrillas and Generals: The Dirty War in Argentina*, New York: Praeger.

Andrew Graham Yooll, *After the Despots. Latin American Views and Interviews* (Bloomsbury, London, September 1991).

Argentine National Commission on the Disappeared, 1986, *Nunca Mas: A Report*, New York: Farrar Straus & Giroux.

Jorge G. Castañeda, *Utopia Unarmed: The Latin American Left After the Cold War*, New York: Vintage Books, 1994.

María José Moyano, *Argentina's Lost Patrol: Armed Struggle, 1969-1979*, New Haven: Yale University Press, 1995.

GRADING

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

SUMMARY OF HOW GRADES ARE WEIGHTED

Class Participation	10%
Mid-Term	40%
Oral Presentation	10%
Exam	40%
Overall Grade	100%

ASSESSMENT DETAILS

Criteria for Evaluation

The evaluation of this part of the course will assess the level of knowledge of the texts demonstrated by the student, the clarity of expression, and the ability to present explanations, as well as the participation during class time. The exam will be written, and students must give essay-type answers to four out of six questions.

COURSE CONTENT

WEEK 1: Colonial Period & Independence
Guest speaker: Pedro Giorgieri

Readings: Chasteen, John Charles, *Born In Blood And Fire: A Concise History of Latin America*, New York, 2001 (p. 92-113 and 118-143).

WEEK 2: The Modern Era in Comparative Perspective

Sarmiento's *Facundo* as a Matrix for the Interpretation of Argentine Politics and Society
Visit to Colonial Buenos Aires: Cabildo, Manzana de las Luces, and colonial churches (Cathedral, Jesuit and Franciscans temples).

WEEK 3: State Building & Market Economy & the Emergence and Development of a Landowning Elite

Readings: Jonathan C. Brown, "Expanding the frontiers of production on the pampa" and "Expansion of pastoral society on the pampa," in *A Socioeconomic History of Argentina, 1776-1860* (Cambridge Latin American Studies), ch. 6 and 7.

WEEK 4: Modern Argentina (1880–1930)

Immigration, Politics, and the Radical Party. Mass Democracy and Economic Crisis.

Visit to La Recoleta Cemetery

Readings: Luis A. Romero, *A History of Argentina in the Twentieth Century*, Buenos Aires, Fondo de Cultura Económica (2006), pp. 27-58.

WEEK 5: Review

Breakfast in Café Tortoni (or any other traditional Porteño Café)

WEEK 6: First Mid-Term Exam

WEEK 7: Peronism, Its Inspiration, Its Legacy, & Its Critics (1945–1955)

Readings: Daniel James, "Perón and the People" in Gabriela Nouzeilles, and Graciela Montaldo (eds.), *The Argentina*

Reader: History, Culture, Politics (Durham, Duke University Press, 2002), pp. 273–295.

WEEK 8: Revolution, Instability, & Violence (1966–1976)

Readings: Luis A. Romero, *A History of Argentina in the Twentieth Century*, Buenos Aires, Fondo de Cultura Económica, (2006), pp. 173–214.

Che Guevara, "Message to the Tricontinental," (1967), at <http://www.marxists.org/archive/guevara/1967/04/16.htm>

Richard Gillespie, "Montoneros: Soldiers of Perón" in *The Argentina Reader*, pp. 377–385.

WEEK 9: The Military Regime: Repression (1976–1982)

Readings: Romero, *A History ...*, "The Process," pp. 215–254.

Taylor, Diana, "The Madres Movement: An Overview," pp. 187–200.

WEEK 10: The Military Regime: War (1982)

Tristán Bauer, *Iluminados por el fuego*, Argentina, 2005, 100 min.

WEEK 11: Democracy & Economic Reform (1983–1999)

Readings: Elizabeth Jelin, "The Politics of Memory: The Human Rights Movements and the Construction of Democracy in Argentina", *Latin American Perspectives*, Vol. 21, No. 2, (Spring, 1994), pp. 38–58.

• Romero, *A History ...*, "The Great Transformation," pp. 285–317.

WEEK 12: Crisis & Recovery 1 (?) (1999–2016)

Readings: Edgardo Krebs, "How Argentina Went From Myth to Mistake," *The Washington Post*, January 13, 2002, <http://www.latinamericanstudies.org/argentina/myth.htm>

Ramon Moreno, "Learning from Argentina's Crisis," FRBSF Economic Letter, October 18, 2002,

<http://www.frbsf.org/economic-research/publications/economic-letter/2002/october/learning-from-argentina-crisis/>

[Simon Romero](#) and Jonthan Gilbert, "Mauricio Macri Took Detour From Life as Scion to Argentine Presidency," *The New York Times*, Nov. 23, 2015

http://www.nytimes.com/2015/11/24/world/americas/mauricio-macri-took-detour-from-life-as-scion-to-argentine-presidency.html?_r=0

WEEK 13: Crisis & Recovery (?) (1999–2016)

Fabián Bielinsky, *Nueve reinas*, Argentina, 2000, 115 min.

WEEK 14: Written Exam

(35% of final grade; see Criteria for Evaluation below)

Criteria for Evaluation

The evaluation of this part of the course will assess the level of knowledge of the texts demonstrated by the student, the clarity of expression, and the ability to present explanations, as well as the participation during class time.

ATTENDANCE POLICY

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT:

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.