

*Syllabus 2024*

## **Argentine History and Culture: From the Revolution times through the 20<sup>th</sup> century**

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[CEL – UNSAM]

**Total Load: 64 hours**

### **Course Description**

This course aims to delve into the economic, cultural, social, and political history of Argentina, since the pre-colonial period through the last decades of the twentieth century. The course will provide an overview of the mayor processes that marked the historical development of this country, examining at the same time the strong bonds with the other Latin American nations and the complex relations with the major hegemonic powers. Likewise, it will draw parallels with the culture not only of the period in question but in the influences that the events had in later periods and we will work on the question of how the great processes of life built a cultural idiosyncrasy typical of Argentines.

In the first place, we will study the societies of the native peoples of Argentina and the sufferings they experienced due to the Spanish colonization. Next, we will analyze the economic, social, political, and cultural situation of the Viceroyalty of Río de la Plata under Spanish rule and its crisis in the XIX century. Subsequently, we will study the Argentine independence movement, examining its ties with the rest of the Spanish American Revolutions. In fourth place, we will study the postcolonial era and the civil wars between Buenos Aires' elite and the provinces, taking in account the experiences of the Rosistas and Urquicistas Confederations. Next, we will examine the liberal conservative order, the state building process, the immigration process, and the emergence of the labor movement and the radical party. Afterwards, we will analyze the crisis of the conservative order, the radical governments, and the brief liberal conservative restoration. Following, we will examine the Peronist governments, and the post Peronist crisis studying the social and political turmoil that agitated Argentina during the 50's, 60's 70's. Finally, we will examine the dictatorships of 1976-1983, the

Malvinas War, the democratic restoration, and the neoliberal hegemony in the last decade of the XX century.

In parallel, we will see how these events radically influenced the ideological and cultural construction of the country. We will work not only with written text of Argentine authors such as Cortázar, Walsh or Hernández but also with his music and cinema, seeking to analyze the elements that make direct —or indirect— reference to the studied processes. In this way, we will go through not only the most characteristic artistic movements of Argentine culture, but also the events that produced these works.

In conclusion, the course will refer to the main historical processes and to the most important historiographical currents, focusing on debates and controversies between them, and trying to show the various ways of understanding and addressing the complex history of Argentina.

## Objectives

The course objectives are:

- a) Expose students to the mayor trends of Argentine history.
- b) Enable students to understand the relationships between Argentina and Latin America and the mayor international powers during the XVIII, XIX and XX centuries.
- c) Expose students to the main currents of Argentine historiography.
- d) Work on the ties between the history and culture of a country and analyze the ideological issues that shine through in the artwork.

## Required Textbooks:

Bethell, Leslie (ed), *Argentina since independence*, Cambridge, Cambridge University Press, 1993.

Brown, Jonathan, *A Brief History of Argentina*, York, Fact on File, 2010.

Chasteen, John, *Born in Blood and Fire: A Concise history of Latin American*, New York, W. W. Norton & Company, 2011.

Copi. Eva Perón (1970).

Dessalines, Jean-Jacques. *Live free or die! (1804)*.

Echeverría, Esteban. *The slaughteryard*, (1871).

Hernández, José. *Martín Fierro* (abstract), (1973).

James, Daniel, *Resistance and integration: Peronism and the Argentine working class 1946-1976*, Cambridge, Cambridge University Press, 1986.

Martinez, Guillermo. "Vast Hell" (1989)

Nouzeilles, Gabriela; Montaldo, Graciela ( eds), *The Argentina Reader: History, culture and politics*, Durham, Duke University Press, 2002.

Perlongher, Nestor. "Evita lives" (1975).

Rock, David, *Argentina 1516.-1987: From Spanish colonization to Alfonsín*, San Francisco, University California Press, 1987.

Romero, Luis Alberto, *A History of Argentina in the Twentieth Century*, Pennsylvania, Pennsylvania State University Press, 2002.

Storni, Alfonsina, Selected poems.

Various Authors. National Rock lyrics (selection)

Various Authors. Tango lyrics.

Walsh, Rodolfo. "That Woman" (1963).

## Evaluation & Grading

### A) Evaluation Criteria and Requirements:

It is expected that students read the assigned texts for each class and discuss them with their fellow classmates. Student participation through out the course is very important and highly encouraged.

Grades for the course will be assigned as follows:

15% Class Participation.

15% Homework

30% Mid-term exam.

40% Final exam.

## B) Attendance Policy:

The university policy is that more than six absences (equivalent to nine hours) implies an automatic “F.” In this class, 0.5 points will be deducted from your Attendance grade for every unexcused absence. Students are responsible for getting all the material and work handed out during a class they missed. Unexcused absence on a workshop day will result in the deduction of 0.5 points on the next essay due.

**Missed Exams:** “Make-up” exams are a privilege, one to be extended only to students who have missed an exam with prior arrangement (one-week notice) with the instructor or due to extenuating circumstances.

**Participation:** A high weight is placed on participation as a learning experience. A student’s grade will suffer due to actions which disrupt the group experience. For this reason **all cell phones must be turned off before class begins**. If you have a unique circumstance for which you must leave the phone on, consent from the instructor is required beforehand. Students will have a significant point total deducted from their class grade if they do not adhere to this regulation.

## C) Grading Scale

Description	Percentage
10 (A) Excellent	100-95
9 (A-) Very Good	94-89
8 (B) Good	88-83
7 (B-) Above Average	82-77
6 (C) Average	76-71
5 (C) Below Average	70-65
4 (D) Lowest Passing Grade	64-60
F Failure	59-0
W Officially withdrawn	Academic Advisor’s approval
I Incomplete	Only with Academic Advisor’s approval

**Plagiarism:** An important objective of this course is to get students to learn how to write essays. Students are expected to do their own written work. Plagiarism not only undermines this learning process but also represents a serious breach of College policy and of academic honesty.

Outside sources should always be referenced in the essay’s bibliography. Plagiarized work will receive an automatic F. If you have any doubts on what constitutes plagiarism, do not hesitate to ask the Instructor.

## **COURSE CALENDAR**

This calendar may be subject to changes. The instructor will announce changes in class and distribute updated versions.

### **WEEK 1:**

The Haitian Revolution/ Conception of the world and man, writing and power. The voice of the oppressed and their absence. The construction of the self, complaint or revolutionary instrument in J.J. Dessalines. / The Spanish American Revolutions (1808-1825)/ Independence and balkanization/ San Martín and the Independence of the South/ José Gervasio Artigas and the popular revolution in the Río de la Plata/ The Argentinian national anthem and his rhetorical value / Simón Bolívar and the Greater Colombia.

Readings: Nouzeilles, Gabriela; Montaldo, Graciela ( eds), *The Argentina Reader: History, culture and politics*, chapter 2; Rock, David, *Argentina 1516.-1987: From Spanish colonization to Alfonsín*, chapter 3; Brown, Jonathan, *A Brief History of Argentina*, chapter 4.

Dessalines, Jean-Jacques, *Live free or die! (1804)*.

### **WEEK 2:**

The post colonial order (1825-1850)/ Caudillos and civil wars: Federales vs Unitarios/ The Rivadavia experience/ The Romantic Generation in Río de la Plata / Juan Manuel de Rosas and the Argentine Confederation / Civilization and Barbarism, social-political confrontations of the time / The establishment eye.

Readings: Rock, David, *Argentina 1516.-1987: From Spanish colonization to Alfonsín*, chapter 3; Nouzeilles, Gabriela; Montaldo, Graciela (eds), *The Argentina Reader: History, culture and politics*, chapter 2; Esteban Echeverría, *The Slaughteryard, (1871)*

### **WEEK 3:**

Urquiza and the Argentine Confederation against Buenos Aires/ The organization of the Argentine Republic/ The gaucho culture and its literary transposition. Singing as a protest. Guitarra, mate, fogón / Martín Fierro / The Paraguayan War/ Great Britain's informal empire.

Readings: Rock, David, *Argentina 1516.-1987: From Spanish colonization to Alfonsín*, chapter 4; Bethell, Leslie (ed), *Argentina since independence*, chapter 1.

Hernández, José, Martín Fierro (excerpts) (1973).

#### **WEEK 4:**

The oligarchic and neo-colonial order/ The consolidation of the Nation-State/ The conquest of the Indians/ The economic boom and the British imperialism / The immigration process and the labour movement: cultural changes / The immigrant as a problem. Assimilation and exclusion at the beginning of the 20th century / The UCR and the fight for democracy.

Readings: Rock, David, *Argentina 1516.-1987: From Spanish colonization to Alfonsín*, chapter 4; Nouzeilles, Gabriela; Montaldo, Graciela (eds), *The Argentina Reader: History, culture and politics*, chapter 5.

#### **WEEK 5:**

The crisis of the oligarchic and neo colonial order (1910-1930)/ Tango: mass culture / Hipólito Yrigoyen and the democratic reforms in Argentina/ The First World War/ The economic crisis and its influence/ The conservative restoration. / The female voice in poetry / Construction of the «macho».

Readings: Rock, David, *Argentina 1516.-1987: From Spanish colonization to Alfonsín*, chapters 5, 6; Brown, Jonathan, *A Brief History of Argentina*, chapter 7.

Storni, Alfonsina, Selected poems.

Various Authors, Tango lyrics.

#### **WEEK 6:**

Perón, Evita and the Peronismo movement/ Popular mobilization, labour movement, social reforms, industrialization and nationalism / Eva Perón: the feminist movement / Parody and protest as art forms / “Evism”

Readings: James, Daniel; *Resistance and integration: Peronism and the Argentine working class (1946-1976)*, chapters 1, 2; Bethell, Leslie (ed), *Argentina since independence*, chapter 7.

COPI, *Eva Perón* (1970)

## WEEK 7, 8:

The coup against Perón/ Dictatorship and persecution against peronism/ Eva Peron: the first «desaparecida» / Investigative Journalism: the non-fiction novel / Limited Democracy: Frondizi and Illia/ The Cuban revolution and its influences/ Onganía and the “Argentine Revolution”/ US imperialism/ Popular mobilization, political radicalization and left wing Peronism / Eva Peron as a messianic figure. Readings: James, Daniel; *Resistance and integration: Peronism and the Argentine working class (1946-1976)*, chapters 6-8; Nouzeilles, Gabriela; Montaldo, Graciela ( eds), *The Argentina Reader: History, culture and politics*, chapter 7, Bethell, Leslie (ed), *Argentina since independence*, chapter 7. Walsh, Rodolfo, “That Woman”, (1963). Perlongher, Nestor. “Evita lives” (1975).

## WEEK 9:

Democratic restoration/ The third presidency of Perón/ Perón’s death/ Political and economical crisis/ Guerrilla movements, clashes between right wing and left wing peronistas/ Army repression / Humanistic crisis / Censorship of the arts / Exile writing / The fantastic genre as an artifice of denunciation / Reality vs. fiction

Readings: James, Daniel; *Resistance and integration: Peronism and the Argentine working class (1946-1976)*, chapter 9; Nouzeilles, Gabriela; Montaldo, Graciela ( eds), *The Argentina Reader: History, culture and politics*, chapter 7. Rock, David, *Argentina 1516.-1987: From Spanish colonization to Alfonsín*, chapter 7. Cortazar, Julio, “Second time round” (1975/78)

## WEEK 10:

Reaction and dictatorships in Latin America/ Operation Condor/ Terrorist state genocide and “desaparecidos” in Argentina (1976-1983)/ US support/ Neo-liberal economic reforms/ The unspeakable in literature / Terror and mystery as a denunciation genre / Resistance against Dictatorship/ Malvinas War

Readings: Chasteen, John, *Born in Blood and Fire: A Concise history of Latin America*, chapter 9; Rock, David, *Argentina 1516.-1987: From Spanish colonization to Alfonsín*, chapters 8, 9; Nouzeilles, Gabriela; Montaldo, Graciela (eds), *The Argentina Reader: History, culture and politics*, chapter 8. Martínez, Guillermo. “Vast Hell”, (1989)

## **WEEK 11:**

Democratic restoration/ New Argentinian cinema: post-dictatorship cinema / Alfonsín and the trials against the Army Junta/ Political and economic crisis / The new social compromise of the arts.

Readings: Rock, David, *Argentina 1516.-1987: From Spanish colonization to Alfonsín*, chapter 9; Nouzeilles, Gabriela; Montaldo, Graciela ( eds), *The Argentina Reader: History, culture and politics*, chapter 9;  
The official story, (movie with subtitles), (1985)

## **WEEK 12 AND 13:**

Neoliberalism in Argentina and Latin America/ New US Hegemony and economic reforms/ The «Plastic» culture / Argentine rock rebirth / Deindustrialization, poverty and inequality/ Piqueteros and popular mobilization / Political and economic crisis/ Postneoliberal governments and reformism / The new popular beat: la cumbia / The costumbrist cinema

Readings: Chasteen, John, *Born in Blood and Fire: A Concise history of Latin America*, chapter 11; Brown, Jonathan, *A Brief History of Argentina*, chapter 10.  
Various Authors. National Rock lyrics (selection)  
Conversation with Mother, (film with subtitles), (2004)