

COURSE: ARGENTINE HISTORY LAS 376AN

45 clock hours

2 weekly meetings – 1 ½ hours each

Introduction

The main economic, political and social processes between the 20th century and the beginning of the 21st century are analyzed in the Argentine History course. A brief summary of the colonial history, the independence battles and the consolidation of the national state will be presented before discussing the processes occurred in the 20th century, especially those in its last fifty years.

The contents are organized in Modules along five periods in time so that they can be presented in a sequence which will make it possible for students to understand complex historical processes.

MODULE I

Module I.a: FROM THE COLONY TO THE INDEPENDENT STATE (Mid 16th century to 1880)

Module I.b: FROM THE NATIONAL ORGANIZATION TO THE CRISIS OF THE LIBERAL MODEL (1853-1930)

Objectives:

- To recognize the different stages from colonial times up to the consolidation of the national state and the worldwide crisis of liberalism.
- To identify the different forms of territorial, economic, political and social organization.
- To recognize “colonial spaces” (San Martín Square, the Cathedral, and the *Compañía de Jesús* Church) and the “New Córdoba” in the city of Córdoba.

Contents:

Module I.a

- Characteristics of territorial occupation in the times of Spanish Conquest: from Potosí to the Atlantic. Trade and military structure.
- Colonial social order.
- Revolution and independence. Political projects and new ideas.

Module I.b

- National organization: the Constitution of 1953, the constitution of the political regime and the economic and social projects of the Generation of the 1880s.
- The meaning of the end of the liberal paradigm. Alternative political and economic projects to the bourgeois democracy and free trade: state corporatism and interventionism.

MODULE II

Module II.a: THE FOUNDATION OF THE INTERVENING STATE, ITS CONFLICTS AND CRISES. THE MODIFICATIONS IN THE ECONOMIC AND SOCIAL MODEL (1930-1943)

Module II.b: THE FOUNDATION OF THE PROVIDING STATE, ITS CONFLICTS AND CRISES. THE MODIFICATIONS IN THE ECONOMIC AND SOCIAL MODEL (1943-1955)

Objectives

Module II. a

- To recognize the economic and political adaptations after the crisis in 1929.

Module II. b

- To analyze the changes in the economic and social structure during the development of the industrialization model by substitution of imports.
- To understand the meaning of political, social and ideological transformations after Peronism.
- To interpret some cultural manifestations as expressions of social and/or political experiences in the historic processes presented.

Contents

Module II.a

- State intervention and the regulation of the economy after the crisis in 1929. The Patriotic Fraud and the discredit of the political system.

Module II.b

- Juan D. Perón's project: the consolidation of the Providing State (1946-1952).
- The end of the welfare state: alternative economic solutions (1952-1955)
- The increase in political antagonism: the Catholic Church, the Armed Forces, opposing Parties.

MODULE III

THE ERA OF ECONOMIC DEVELOPMENTALISM. FROM SEMI-DEMOCRACY TO AUTHORITARIANISM

- The military coup in 1955.
- The model of Economic Developmentalism and its political counterpart, the Authoritarian Bureaucratic model. Contending sectors: national businesses, transnational businesses, workers' movement.
- Actors and tensions within the framework of the Cold War and the National Security Doctrine: guerrilla movements and political confrontation. Political instability.
- The third Peronist administration: the end of democracy and of the providing state.
- The state's inability to control the economy and political consensus and to maintain social order.

MODULE IV

THE TERRORIST STATE. SOCIAL DISCIPLINING AND REORGANIZATION, 1976-83

Objectives

- To understand the military dictatorship as a global project of social, economic and political refoundation.
- To recognize the implications of state terrorism and its practices.
- To recover the practices of resistance.
- To interpret some cultural manifestations as alternatives for protest and denunciation.

Contents

- The crisis of the accumulation model in the mid-seventies and the search for a new model based on neoliberalism.
- The terrorist practices of the dictatorship: forms of clandestine repression and genocide. The destructive effects of state terrorism on the social fabric. The search for permanent internal and external enemies.
- Resistance during the times of human rights violations: emerging organizations before and after 1976.

MODULE V

THE RETURN OF DEMOCRACY. TENSIONS FROM THE WASHINGTON CONSENSUS: GLOBALIZATION AND NEOLIBERALISM. THE DISENCHANTMENT WITH NEOLIBERALISM.

Objectives

- To recognize the main problems in the agenda during the democratic transition: human rights violations; coexistence of the workers' movement, the Armed Forces and the Catholic Church.
- To understand the modifications established from the neoliberal paradigm and globalization.

Contents

- The project of the Radical Civic Union in 1983: democratization and strengthening of the civil society. The policy of review of human rights violations and the resistance of the Armed Forces. The danger of affecting the status quo: the laws of divorce, shared parental authority and reordering of trade unions.
- The reformulation of the economy and the state according to the guidelines of the Washington Consensus. The social results of the reforms: social exclusion, social and regional marginality, increase in poverty, destitution and social violence rates.
- The new functioning of the political system: delegating democracies, polyarchies, possible citizenships and enjoyment of rights, political parties, clientelism, the coexistence of a central and provincial governments.

Evaluation

Students' continuous learning process will be assessed throughout the course. Therefore, different times and forms of assessment have been established with their respective percentages. In order to promote participation and integration, practical quizzes will be given throughout the course so that students will be able to show their progress and acquisition of new knowledge periodically.

There will be two oral and written term test and a final exam Both the term tests and the final exam are mandatory and need to be passed with a grade of seven.

The maximum grade of ten in each term test has a weight of 20% of the total tests in the course. Therefore, both term tests add up to 40% of the total number of tests needed to pass the course. The remaining 60% is made up of the quizzes and the final exam (30% for the final exam, 10% for class participation and 20% for the quizzes).

Quizzes: There will be five throughout the course.

Emphasis will be placed on the exchanges between the course instructor and the students based on students' interpretation of the materials for each quiz and their integration with the topics discussed in the course lectures.

Students have to pass three quizzes. The minimum grade required is 7 (seven). The quizzes make up 20% of the tests required to pass the course.

Quiz # 1: (for Module I a and b) Guided visit through the “colonial” downtown area and Nueva Córdoba in order to recognize the architectural Heritage. If the visit were cancelled, a video will be watched. The visit will be complemented with documentation dating from the historic period being discussed. This will be a take-home quiz for students to write a short comparative essay on the main characteristics of the colonial society and the society in the liberal era.

Quiz # 2: (for Module II a and b) This will consist in analyzing graphic documents, audio and audiovisual materials. These will include paintings by Antonio Berni and Peronist political propaganda, the lyrics of “Cambalache” – a tango –, the Peronist March and a fragment of the documentary entitled “La República Perdida”. The aim of this quiz is for students to compare workers' quality of life and the political situation in the two historic periods discussed in Module II. This quiz will be a short essay to be written in class after analyzing the documents.

Quiz # 3: (for Module III) The work will consist in analyzing written, graphic and audiovisual documents belonging to the historic period: Declarations by the CGT (National Workers' Union) during the military coup in 1955; declarations by the CGT in Córdoba about the Frondizi-Guevara interview; declarations by the CGT (protest plan in 1964); fragment of the National Security Doctrine, guerrilla organization leaflets, fragments of Ernesto Guevara's diary, declarations by third-world priests, fragments of the production entitled “La primavera de los pueblos” – Archivo de la Memoria (Memory Archives), Buenos Aires – and “Mafalda” comic strip. The aim of this quiz is to visualize how the demands made by the different actors became known in society and establish their production contexts. Students will write a short essay analyzing some selected demands and characterizing those who made it and in what contexts.

Quiz # 4 (for Moduel IV) Visit to the D2 Museum and the *Archivo de la Memoria*. Documentary watching: *Desde el Confín* (selection). This quiz is passed by attending the visit and watching the documentary.

Class participation:

The course topics will be presented by the instructor and students will be required to participate in class by asking questions, reflecting on the topics, and stating problems which show they understand and have an interest in the topics being discussed. Class participation makes up 10% of the assessment criteria for the course.

Bibliography for students:

- Romero, Luis Alberto, *Breve Historia Contemporánea de la Argentina*, Buenos Aires, Fondo de Cultura Económica, 2006. (hay edición en inglés Fondo de Cultura Económica, 2006)

Instructor's resources

- Audiovisual material. Films, videos and works of art related to the specific course topics.
- Graphic material. Documents.
- Guided visits to historic places and monuments in the city of Córdoba.

Dates and schedule: the dates for the different tests will be informed by the instructor at the beginning of the course.