Course Description:
This course explores the historical and present relationship between the political parties and political identities in Latin America, with focus in several aspects of these linkage. Those topics will cover the close relationship between states and national identity construction, taking in special reference the political and ideological identities of the founding fathers of Latin American revolutions; as well as emergence of cultural myths based on it in the process of Latin American state building. The class will also analyze the impact of interstate and intrastate wars in Latin America and the results of them related to national identity. Through comparative studies the class will introduce students into the debates created around of electoral and liberal democracies, the nominated populisms of Latin American political parties system with special focus on Castroism in Cuba, Chavism in Venezuela and Peronism in Argentina. The topics will be cover as comparative studies by using multimedia resources, such as films and representative popular literature and music. Students will compare the U.S. and Latin American countries state and nation building processes, identities, political parties and systems.

Learning Objectives
By participating in this course, students will:

● compare the state and nation building in Latin America’s history as a base to a better understanding of political parties and identity in Latin America at the present.
• Analyze the historical-cultural origins, central features, achievements and shortcomings of Latin American political parties in a comparative way; and
• Develop the analytical skills to compare the U.S. and Latin American countries state and nation building processes, identities, political parties and systems.

**Methods of Instruction:**

The course will be taught by use of very different resources: academic works, field trips, class debates about the topics, lectures guides, and listening and analysis of Latin America's films, popular literature and music's songs.

**Assessment and Final Grade**

The final grade will be the average of the following individual evaluation tools:

1) Weekly Presentation Paper (5) : 15%
2) Research Reviews: 15%
3) Midterm Exam: 25%
4) Final Exam: 25%
5) Class Participation: 20%

**Course Requirements:**

**Weekly Presentation Paper (5)**

Students will be required to do a weekly summary (500 words) as an individual reflexion about the topics cover by class. This assignment will be due for the last class of each week at CANVAS. APA citation style will be required.

**Research Reviews**

Students are required to do a group (3-4 students) research reviews that reflect on the topics covered in class. Each group will present one topic of research chosen by the group and will consist in 15 slides presentation in which students have to demonstrate a solid
conceptualization and analysis related to the topic and the acquisition of new skills of comparative studies.

**Mid-term Exam**

The third tool of evaluation, a mid-term exam, is a take-home essay and includes all topics studied throughout the first part of the course. This will include topics covered during the first part of the course (Classes 1 to 9, Week 1 to 3). The students will receive mid-term exam in Class 4 (beginning of Week 2) and will have to deliver the exam to the professor in Class 9 (end of Week 3).

**Final Exam**

The final exam is also a take-home essay and includes all topics studied throughout the second part of the course (Classes 10 to 18, Week 4 to 6). The students will receive final exam in Class 12 (end of Week 4) and will have to deliver mid-term exam to professor in Class 17 (Week 6). Both the midterm exam and the final exam may be passed with a minimum of F out of A. If the student receives a grade lower than F, in either the mid-term or final exam, she/he will have the chance to do ONE written make-up exam which will also be accompanied by one oral make-up exam.

**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Attendance Policy**

*Council on International Educational Exchange™*

**HUMANIZING INTERNATIONAL RELATIONS SINCE 1947**

300 Fore Street
Portland, ME 04101
207-553-4000
ciee.org
Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning. Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class. For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time. Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
</tbody>
</table>
10 – 20%  |  2 content classes, or 3-4 language classes  |  Participation graded as per class requirements; written warning
More than 20%  |  3 content classes, or 5 language classes  |  Automatic course failure, and possible expulsion

**Weekly Schedule**

**Week 1**

1.1. **Introduction**

The first class will be divided into two parts the first one, includes students introduction by presenting their expectations about the class and areas of interest and instructor introduction related to contents class, expectations and requirements, as well.

The second part will cover the origins of Latin American State and (or) National Building and (Re) Building Process and Identity Formation. Multiple levels of identities (hispano american, local, ethnic) and its manifestations. The cases of Argentina and Cuba. Students will listen and analyze some Argentine patriotic and folk songs in order to understand the process of identity building in history.

**Readings:**


**Recommended Readings**


1.2. **Women in history: the silence voices in the national identity**

In this class students will be analyzed the role of women into the Latin American revolutions period and emergency of the National Identities: the role of Juana Azurduy in the case of Argentine history and her resignification during the Cristina Fernández administration will be take as an example to understand the topic.

**Readings:**


**Recommended Readings:**


1.3. **The Fathers of the Revolution: who were they? what did they think? (part I)**

This class will focus on the review of the main components of the identities, political and ideological preferences of a group of men's called “fathers of the revolutions”. For this, students will analyze the emblematic cases of Mariano Moreno and San Martín, seeing selected fractions of films related to the personal and political life of those revolutionaries. After this, the instructor will facilitate a debate to understand the process of resignification of Moreno and San Martín that is currently being done and the impact that its has in the Argentine political identity. Students will watch and listen to documentaries, films and songs: Interview to Argentine historian Noemí Goldman about Mariano Moreno in a Argentine TV program “Otra trama” (“Another Plot”), TV Pública (Public TV), entitled “Mariano Moreno. De reformista a insurgente” (“Mariano Moreno: From reformist to insurgent”), Argentine film “Revolución. El cruce de los Andes” (“Revolution: A cross of the Andes”) (a 2011 film about San Martín life and crossing of Andes mounting rage, Listening and commentary of Argentine Patriotic song “Himno a San Martín” (“San Martín’s Anthem”), performed by Darío Volonté (2010).
Readings
Shumway, op.cit., Chapter 2 ("Mariano Moreno").

Recommended Readings

Class Resources
Documentaries, films and songs: Interview to Argentine historian Noemí Goldman about Mariano Moreno in a Argentine TV program “Otra trama” ("Another Plot"), TV Pública (Public TV), entitled

Online resources
"Mariano Moreno. De reformista a insurgente” (“Mariano Moreno: From reformist to insurgent”), https://www.youtube.com/watch?v=siy_eiHiG-k
Argentine film “Revolución. El cruce de los Andes” (“Revolution: A cross of the Andes”) (a 2011 film about San Martín life and crossing of Andes mounting rage, https://www.youtube.com/watch?v=97FlwrTo2qA
Listening and commentary of Argentine Patriotic song “Himno a San Martín” ("San Martín’s Anthem"), performed by Darío Volonté (2010).

Week 2

2.1. The Fathers of the Revolution: who were they? what did they think? (part II)
As a continuity of the analysis of the independence revolutionary period of Latin America, this class will focus on the cultural myths constructed based on the role that these revolutionaries fulfilled in the formation of the State and the National Identity in Latin America. For this the cases of Simón Bolívar and José Gervasio Artigas will be presented to the students by Instructor. After that students will debate about the resignification role of this leaders in Venezuela, Uruguay, Chile and Argentina during the 2000 and 2010 decades. Listening, commentary of historical
context and discussion in class about the following songs: Comandante Hugo Chávez sings “Simón Bolívar” song with a folk group LLC; “A José Artigas” (“To José Artigas”) Uruguayan song performed by Alfredo Zitarrosa. Students will watch and discuss an Argentine TV Program about the historical figure of José Artigas, entitled “José Gervasio Artigas: Historia Confidencial, 2001 TV pública and reflect about Artigas and his Federalist Legacy, from José Pepe Mujica and Gabriel Di Meglio perspectives.

**Readings:**
Shumway, op.cit., Chapter 3 (“Populism, Federalism and the Gauchesque”).

**Recommended Readings:**

**Online Resources**
Argentine TV Program about the historical figure of José Artigas, entitled “José Gervasio Artigas: Historia Confidencial, 2001 TV pública https://www.youtube.com/watch?v=Vd5f2gUY_jQ
Artigas and his Federalist Legacy, from José Pepe Mujica and Gabriel Di Meglio https://www.youtube.com/watch?v=F-shgfmzYis

2.2 The myth of territorial losses in Argentina and Chile.
This lecture will focus on the analysis of the cultural myths created from the idea of the losses of territory in Argentina and Chile and its impact in Latin American State building related to the process of the national Identities formation. Projection, analysis and debate in class of Argentinian, Chilean, Paraguayan, Peruvian and
Uruguayan maps referring to “territorial losses” myth. Watching and discussion of Argentine documental about Border conflicts between Argentina and Chile.

**Readings:**


**Online Resources**

Argentine documental about Border conflicts between Argentina and Chile

https://www.youtube.com/watch?v=WBEqqdVNdxw

**2.3. Colonialismo and territory wars: the case of Malvinas Argentinas**

This lecture will analyze the symbolism of the Malvinas in the Argentine national identity as a consequence of the Malvinas (Falkland) war between Argentina and Great Britain. Students will be introduced in the analysis of the impact that this historical fact has had in the region, as well. Presentation and debate of magazines’ cover about Falkland/Malvinas case in different periods of Argentine history. Listening and analysis of Patriotic songs about Malvinas/Falklands Islands: “Marcha de las Malvinas” (“Falklands March”) (1939); “La hermanita perdida” (“The lost little sister”) (1971); “Zamba de las Malvinas” (1969) performed by Argentine folk group Los Tucú.

**Readings**


**Recommended Readings:**

**Online Resources**
Projection, commentary and debates of highlights of an Argentine film “Iluminados por el fuego” (“Enlightened by Fire”) (2005), [https://www.youtube.com/watch?v=eJD1U_M3SSI](https://www.youtube.com/watch?v=eJD1U_M3SSI)

**Week 3**

3.1. The impact of domestic and Interstates wars and Political Violence in Latin American Political Parties and Identity (Part I)

The class will focus on the analysis of the impact of domestics and interstate wars in Latin America. To do so the Instructor will present to the students two paradigmatic cases: The case of Paraguay and Colombia. Students will also approach the Latin American Political Puzzle: Latin America as a Place of Limited inter-state War, Limited States, and numerous domestic wars. The interstate wars and its vinculation with domestic wars and the need of state control over the internal dissidents: the cases of War of Triple Alliance (or Paraguayan War) (1865-1870) and Falklands (Malvinas) War (1982). As a part of the class students will analyze the main components of cases watching the educational documental War and Nation Building in Latin America: Crash Course World History 225,

**Readings**

**Recommended Readings**

**Online Resources**
3.2. The impact of domestic wars and Political Violence in Latin American Political Parties and Identity (part II).

The class will focus on the analysis of the impact of domestics and interstate wars in Latin America. To do so the Instructor will present to the students two paradigmatic cases: The case of Paraguay. Students will focus on the topic watching and analyzing the a documentary titled “Latin American Dictatorship - Paraguay”, Canal Encuentro (Meeting Channel)

Readings

Online Resources

Watching and Analysis the a documentary titled “Latin American Dictatorship - Paraguay”, Canal Encuentro (Meeting Channel), https://www.youtube.com/watch?v=GDkBpct9ksk

Class 9: The impact of domestic wars and Political Violence in Latin American Political Parties and Identity (part II). The case of Colombia

Readings Week 3 Class 9:


Activities Week 3 Class 9:
Online Resources Week 3 Class 9:

Watching, Analysis of Historical Context and Discuss in class about a documentary titled “A Brief Political History of Colombia”, with the focus on the political violence and its impact on Colombian history, [https://www.youtube.com/watch?v=JhPdBNVabH0&t=804s](https://www.youtube.com/watch?v=JhPdBNVabH0&t=804s)

Week 4: Classes 10 (The impact of domestic wars and Political Violence in Latin American Political Parties and Identity (part III): Operation Condor), 11 (Revolutions in Latin America (part 1: Revolution in Cold War era) and 12 (Revolutions in Latin America (part 2- the post-Cold War era)

Week 4 Class 10: The impact of domestic wars and Political Violence in Latin American Political Parties and Identity (part III): Operation Condor, an extension of domestic wars between the authoritarian regimes of Southern Cone against his civil society and a case of parallel state in operation during the 1970s. The role of U.S. security agencies and French counterinsurgency doctrines in Operation Condor.

Readings Week 4 Class 10:


Recommended Readings Week 4 Class 10:

**Activities Week 4 Class 10:**

**Online Resources Week 4 Class 10:**

Projection, commentary and debate in class about French documental (“Escuadrones de la muerte. La escuela francesa”) (“Death squads. The French School”), [https://www.youtube.com/watch?v=s2q5ApEl5uE&t=266s](https://www.youtube.com/watch?v=s2q5ApEl5uE&t=266s)

**Week 4 Class 11: Revolutions in Latin America (part 1: Revolution in Cold War era): Castroism in Cuba and its regional and extra-regional impact. The ideological-symbolic role of an Argentinian in Cuban Revolution: Ernesto “El Che” Guevara.**

**Readings Week 4 Class 11**


**Recommended Readings Week 4 Class 11:**


**Activities Week 4 Class 11:**

Listening and commentary of the following Patriotic Cuban songs “Y en eso llegó Fidel” (“And then Fidel arrived”) composed by Carlos Puebla (1959); “Hasta siempre Comandante” (“Until forever, commandant”) composed by Carlos Puebla in 1965.

**Online Resources Week 4 Class 11:**

Projection, commentary and discussion about Fidel Castro Documentary Full Fidel Castro Declassified History Channel documentary, [https://www.youtube.com/watch?v=zrCIS9GEFMU&t=486s](https://www.youtube.com/watch?v=zrCIS9GEFMU&t=486s)

Watching and debate in class about Che Guevara speech at UN 1964, [https://www.youtube.com/watch?v=-ekfej_kmHQ&t=122s](https://www.youtube.com/watch?v=-ekfej_kmHQ&t=122s)

**Week 4 Class 12:** Revolutions in Latin America (part 2- the post-Cold War era): The Zapatista Revolution in México. Zapatismo as an example of anti-globalization revolutionary movement. The role of women in Zapatista movement.

**Readings Week 4 Class 12:**

**Recommended Readings Week 4 Class 12:**

Krasnabish, Alex (2010). Zapatists: Rebellion from the Grassroots to the Global, Zed Books, London and New York, Chapter 1 (“We are the product of five hundred years of resistance’. The origins of zapatismo”).

**Activities Week 4 Class 12:**

**Online Resources Week 4 Class 12:**

Watching, analysis and debate in class of the following educational videos:

- “The Uprising of Dignity - The Zapatista Movement in Chiapas / Mexico”, [https://www.youtube.com/watch?v=SUam3HYp59Y](https://www.youtube.com/watch?v=SUam3HYp59Y)
- “Women in the Zapatista Movement”, School for Chiapas, [https://www.youtube.com/watch?v=NkdUs2Dxv4s](https://www.youtube.com/watch?v=NkdUs2Dxv4s)

Listening, commentary and debate in class of the lyrics and meaning of song “Himno Zapatista” (“Zapatista Anthem”).

**Week 5: Classes 13 (The state-center matrix in Latin American countries during the post-World War Two and Cold War eras: between fragile democracies and brutal dictatorships), 14 (Cycles of electoral democracy in Latin America, from 1900 to 2000) and 15 (Populism in Latin America (part I): Peronism in Argentina).**
**Week 5 Class 13:** The state-center matrix in Latin American countries during the post-World War Two and Cold War eras: between fragile democracies and brutal dictatorships.

**Readings Week 5 Class 13:**


**Recommended Readings Week 5 Class 13:**


**Activities Week 5 Class 13**

Discuss in class and individual elaboration of a write paper about the different types of political democratic transition in Latin America (the students will have to choose freely two types of political transition and two cases for each type for the elaboration of his paper).

**Week 5 Class 14:** Cycles of electoral democracy in Latin America, from 1900 to 2000.
Readings Week 5 Class 14:


Recommended Readings Week 5 Class 14:


Activities Week 5 Class 14:

Discuss in class and individual elaboration of a write paper about concepts of liberal and illiberal democracies application to different Latin American cases, and the diverse cycles of electoral democracy in Latin America (the students will have to choose freely two cases of electoral democracy and two different periods for each case elected for the elaboration of his work).


Readings Week 5 Class 15:

Recommended Readings Week 5 Class 15:


Activities Week 5 Class 15:

Listening and commentary of Peronist songs “La Marcha Peronista (Los muchachos peronistas)” (“Peronist March (The Peronist Boys)”) (1949); and “Evita capitana” (1950) “Evita captain” (“Feminist version of Peronist March”)

Analysis of Peronist Poem “Perón no ha muerto” (“Peron is not dead”) (written on July 1°, 1974, the same day of Perón's death.

Online Resources Week 5 Class 15:

Projection, analysis and debate in class of Argentine film “Eva Perón” (1996), [https://www.youtube.com/watch?v=UYOdyClmuis&t=1645s](https://www.youtube.com/watch?v=UYOdyClmuis&t=1645s)

Week 6: Classes 16 (Populism in Latin America (part II): Kirchnerism in Argentina), 17 (Populism in Latin America (part III): Chavismo in Venezuela) and 18 (Latin America's Political Parties, Identities in the 2000 and 2010 decades: from “Pink Tide” or center-leftist governments in Latin America to a new cycle of electoral liberal democracies)

Week 6 Class 16: Populism in Latin America (part II): Kirchnerism in Argentina and its legacy. Pragmatism and Ideology in Kircherism years.
Readings Week 6 Class 16:


Recommended Readings Week 6 Class 16:


Activities Week 6 Class 16:

Listening, analysis of the historical context and class discussion about the following kirchnerista songs: “Milonga para Kristina” (2007) (“Milonga for Kristina” (2007)); and “Nunca menos” (“Never less”) (candombe homenaje a Néstor Kirchner, 2011) (candombe tribute to Néstor Kirchner, 2011).

Week 6 Class 17: Populism in Latin America (part III): Chavismo in Venezuela.
Readings Week 6 Class 17:


Recommended Readings Week 6 Class 17:


Activities Week 6 Class 17:

Listening, analysis of the historical context and class discussion about the following chavist songs: “Chávez, Corazón del Pueblo” (“Chávez, Heart of the People”), performed by Hany Kauam, Los Cadillacs y Omar Enrique Campaña, 2012; and “¿Cómo no quererte, comandante? (“How not to want you, Commander?”) performed by Roberto Antonio and Pedro Carreño, Multimedia VTV.

Week 6 Class 18: Latin America’s Political Parties, Identities in the 2000 and 2010 decades: from “Pink Tide” or center-leftist governments in Latin America to a new cycle of electoral liberal democracies. The Foreign Policies of Latin American countries in XXI century: Ideological, pragmatic or a complex blend of ideological pragmatism?
Readings Week 6 Class 18


Recommended Readings Week 6 Class 18:


Activities Week 6 Class 18:

Discuss in class and individual elaboration of a write paper about cases of “Pink Tide” era or center-leftist governments in Latin America during the 2000 and 2010
decades to a new cycle of electoral liberal democracies (the students will have to choose freely two cases of each period).