Course Description

This course introduces students to interethnic relations in Argentina, and to theoretical approaches to cultural identity, ethnicity, multiculturalism and interculturalism. Based on anthropological, historical and political science approaches, the course seeks to present and discuss Argentina’s ethnic complexity and to challenge widely held assumptions about its socio-cultural homogeneity, focusing on its ethnic diversity. We will explore the complex incorporation of Indigenous peoples into the nation-state, the invisibilization of Afro-descendants, creolization, historical and contemporary migrations and the conflicts that stem from all such processes. The course goals will be accomplished through class lectures, presentations by specialized researchers, site visits, an ethnographic fieldwork experience and student presentations based on their fieldnotes.

Learning Objectives

By completing this course, students will be able to:

- Identify and critically compare the multiple components of Argentina’s cultural diversity
- Explain the historical processes that have led to Argentina’s plural constituency
- Question widely held notions about Argentine cultural homogeneity (the narrative of a “white” Argentina)
- Analyze processes of ethnic segregation that operate through both marked and subtle ways
- Assess similarities and differences with regard to intercultural relations, racism and discrimination between the U.S. and Argentina

Course Prerequisites

Students should have completed a level 2000 class in Latin American Studies and/or Ethnicity Studies prior to taking this course.
Methods of Instruction

This course will be taught using lectures, seminars, presentations, and viewing of video clips of current living conditions of Indigenous peoples, ethnic festivals, and political demonstrations, as well as field trips to sites such as Ethnographic Museum (Museo Etnográfico), Immigration Museum (Museo de la Inmigración), a candombe class, and the Museo Evita (Evita Museum). Students will be expected to carry out ethnographic field observation and note taking in Buenos Aires. Invited guest speakers will also add to the learning objectives of this course.

Assessment and Final Grade

1. Midterm Exam 20%
2. Written Assignments (2) 20%
3. Group Presentation 15%
4. Final Paper 25%
5. Participation 20%
TOTAL: 100%

Course Requirements

Midterm Exam
The midterm exam will be take-home. Student answer four questions in essay form; the expected length of the exam is 1500 words total. Students will be graded based on the quality of the analysis and the capacity to summarize the main conceptual frameworks of the bibliographic material. The essays should be in APA citation style.

Written Assignments
In the first Written Assignment, students will prepare a written 750-word report on the visit to the Ethnographic Museum that focuses on ways of public representation of the Indigenous peoples. Students are expected to make a critical reflection on the museum exhibits and on the history of representation of Indigenous cultures. In the second Written Assignment, students will prepare a written 750-word ethnographic record based on notes taken on the site visit during Week 5. The evaluation of this assignment will assess the student’s ability to link empirical data with the theoretical concepts seen in class. Students are required to use APA citation style when referencing their sources.

Group Presentation
In groups of 3-4, students will must conduct a 10-12 slide PowerPoint or Prezi based on the visit to the Museo de la Inmigración (Immigration Museum). Each group will analyze the museum narrative basing the presentation on the notes and pictures taken at the Museum and the interaction with the guide and as a result of a group discussion.

Final Paper
Students will write a 2500 word essay based on guidelines provided by the professor. Students will be graded on the capacity to integrate and link different theoretical concepts with observations made in the previous assignments. APA citation style will be required.

**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. Late arrivals and early departures disrupt the flow of class and are unacceptable. Completion (on time and in the proper form) of all the assignments required by the professor will be part of the final evaluation. Students are expected to discuss with their classmates and the instructor their experience as researchers and analysts. Class participation will be assessed through group discussion, debate and individual presentations.

**Attendance Policy**

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>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; <strong>written warning</strong></td>
</tr>
<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic <strong>course failure</strong>, and possible expulsion</td>
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**Weekly Schedule**

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

**Week 1 Orientation**

Class 1:1 Introduction: The Myth of “White European Argentina”

The professor will introduce the main topics of the class and give a general overview of Argentine ethnic diversity. Relevant notions for the class like race, national and ethnic identity will be presented through online resources like games and videos. Also, commonplace notions about Argentine identity and national foundational myths will be talked about through the discussion of travel books, blogs and other materials that students may have encountered before travelling or at their initial stages of the program. The syllabus will be read aloud and the requirements and assignments will be discussed. Parts of the educational video, *Pueblos Originarios*, will be shown in order to display the current living conditions of Indigenous populations.
Class 1:2  Indigenous Peoples and the State: Genocide, Exclusion and Incorporation.

An invited lecturer, Dr. Diana Lenton, will provide a historical overview of the fate of the Indigenous peoples in Argentina from colonials times to the present. The main topics are the killing of the Patagonia and Chaco peoples. Parts of films that deal with the tragic fate of entire populations at different historical periods will be shown (Napalpí, Octubre Pilagá). Maps that show the early geographic location of the Indigenous populations and their subsequent displacement will be displayed. The professor will later focus on the processes of incorporation of Indigenous peoples to the Argentine nation-state and on contemporary Indigenous issues.

Site Visit:
Students will visit the Ethnographic Museum of the Universidad de Buenos Aires (Museo Etnográfico).

Reading:

❖  Written Assignment 1 due

Week 2

Class 2:1  African People in Argentina

An invited researcher, Dr. Gisele Kleidermacher (TBC), will lecture on the history of Africans and the people of African descent in Argentina. Students will analyze and compare the processes of slavery in different countries of the Americas as well as the different systems of racial classification. The class will focus on the processes of invisibilization of the African population that took place in Argentina and on the resurfacing of the ‘Afro-descendants’ after decades of marginalization through cultural and political movements. Through contemporary cultural expressions like Candombe and the influence of African heritage in the development of popular expressive traditions like tango music, lyrics and dance in films, people of African descent are made visible in a critical and significant way. Folk literature and speech of African provenance will be discussed as well as its influence on the Argentine Spanish language.

Reading:
Class 2:2  The Importance of Candombe in Afro-descendant Life

Through the practice of drumming and dance the students will come to understand the past and contemporary meanings of this artistic expression for the Afro-Argentine population.

Site Visit:
Students will take a Candombe class with an instructor.

Reading:

Week 3

Class 3:1  From the “Gaucho” to the “Cabecita Negra”

The professor will lecture on the shaping of the social category of the “gaucho” in the context of rural life in the Pampas region and the making of the “gaucho” as a symbolic national symbol in the second half of the 19th century. The students will explore the creolization of language and the creation of verbal art and literary expressions. Fragments of literary pieces belonging to the “Criollista movement” that configured the “gaucho” figure like renowned Martin Fierro and Juan Moreira will be read and analyzed in class. Another process of complex social category shaping, that of the “cabecitas negras,” which is related to rural migrations to the cities in the context of the industrialization processes in the 1940s and 1950s, and the development of Peronism will be tackled through the discussion of ethnographic materials and literary works, like short stories by Julio Cortázar, that show the urban “educated” sectors’ view of these social “others.”

Reading:

Class 3:2  Evita, the “Cabecitas” and the “Shirtless”

The focus of this session will be on the role Eva Perón herself played in the advocacy for social rights of the working class.

Site Visit:
Students will tour the Museo Evita.
Week 4

Class 4:1 Argentina as a Country of Migrations

Through a general contextualization and overview of migrations to Argentina, this lecture will demonstrate to the students that Argentina is a country of immigrants. The students will learn about the successive phases of migrations from the 19th century to the present. European migrations to Argentina of the 19th and early 20th century will be discussed in the context of migrations to the “New World”.

Reading:

Class 4:2 Early Migrations: the Configuration of the Jewish-Argentine Community

The professor will lecture on Jewish migration and the creation of a Jewish Argentine community.

Site Visit:
Students will tour the Museo de la Inmigración (Immigration Museum).

Reading:

Week 5

Class 5:1 Contemporary Migrations: Asia in Latin America

Researcher Corina Courtis (TBC), who specializes on Asian migration, will draw upon academic works and media resources like films, TV shows and newspaper clips to show disturbingly how discrimination concerns against Asians, specifically Chinese and Korean immigrants, have recently increased. Using
statistical data, the migration of people from different Asian countries will be addressed, looking at specific business and economic patterns and the complex relationships, both harmonious and discordant, with other immigrant and ethnic groups like Jews and Bolivians.

Reading:

Class 5:2  Jewish-Korean-Bolivian-Peruvian-Paraguayan-Senegalese Interactions

Students will observe the multicultural Flores Norte neighborhood at Avellaneda Avenue, and explore questions relating to the situation of the immigrant population placed in this area of Buenos Aires City. Back in class, students will share images and notes captured during the visit.

Site visit:
Guided tour of the Flores Norte neighborhood in Buenos Aires.

Reading:

❖  Written Assignment 2 due

**Week 6**

Class 6:1  Public Displays of “Multiculturalism” in Buenos Aires

The professor will address issues of pluralism and ethnic discrimination and share fragments of films and footage of his own fieldwork research that surveys rituals, festivals, and ceremonies performed in public spaces (streets, parks, plazas), as well as demonstrations and rallies on these topics. Urban and school discrimination based on ethnicity and social class will be discussed.

Site Visit:
Students will explore a city neighborhood (TBD) and take fieldwork notes related to the presence of different immigrant and ethnic groups. Before going to the “field” the professor will give the students a brief introduction to ethnographic fieldwork techniques and will provide them with the guidelines to carry out their fieldwork exercise.
Reading:

Class 6:2 Ethnographic Fieldwork Experience in Buenos Aires

In the last class, after the ethnographic exercise, a mini conference will be held to present student papers based on their fieldwork experience. On this occasion the theoretical concepts seen in the course will be reviewed and the professor and the students will establish links between the theoretical concepts, case studies and the students’ observation.

❖ Final Paper due

Course Materials

Readings


Online Resources


Canal Encuentro (2007) Historia de un país / La gran inmigración
http://encuentro.gob.ar/programas/serie/8001/10