



## CIEE Global Institute - Buenos Aires, Argentina

<b>Course name:</b>	Cultural Issues in Argentine History
<b>Course number:</b>	LAST 3004 AFLA
<b>Programs offering course:</b>	Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2019

### **Course Description:**

This course explores the impact of eight cultural issues in Argentine history — 1) the problematic emergence of an Argentinian national identity; 2) the role of education and cultural myths in the Argentine territorial conflicts linked to national identity (for example, the Falklands question); 3) the impact of European immigration in Argentine society; 4) the clash between world visions and perceptions of Argentine and American elites; 5) Peronism as a cultural phenomenon of Argentine history and present; 6) Nazism, Neonazism and anti-Semitism in Argentine history and present; 7) the French cultural influence in two aspects of Argentine cultural history and present (the fine arts – bellas artes – and the methods of torture during the “Dirty War” of the 1970s); and 8) the controversial self-perception of the “Argentine being” in Argentine literature, popular music and comics. All of these cultural topics are studied in a comparative way with similar topics in U.S. history, and are studied and worked on via tools such as academic papers and multimedia resources, such as films, tours linked to the issues, and representative examples of Argentine architecture and popular literature and music (for example: listening of folk music and tango songs and analysis of that songs’ lyrics).

### **Learning Objectives:**

By the end of this course students will:

- Develop skills to recognize the presence and importance of historical cultural issues in the everyday life of Argentines.
- Build a comparative and critical perspective on cultural issues in Argentina and the United States.
- Evaluate how different actors, systems and discourses build the cultural sphere in the Argentine history and the present.

### **Course Prerequisites:**

No prerequisites.

### **Methods of Instruction:**

The course use distinct resources to teach: academic papers; field trips; class debates about the topics; lecture guides; and the listening to and analysis of Argentine popular literature and songs. Classes will be given in lecture form but also except the active participation of students. Field trips will be done to better deepen the comprehension of topics seen in class. Lecture guides will be provided to complement the mandatory course readings.



### **Assessment and Final Grade:**

1. Midterm	30%
2. Final Exam	30%
3. Written Assignment (1): Report	10%
4. Written Assignment (2): Reflection paper	10%
5. Participation	20%

### **Course Requirements:**

#### **Midterm Exam**

The expected length of the exam is 2000 words. Students will be graded based on the quality of the analysis and the capacity to summarize the main conceptual frameworks of the bibliographic material.

#### **Written Assignment (1): Reading Report**

Students must select at least two readings of the required readings done so far and make a reading report on one of the topics covered. This may include: what does it mean to be independent? What does sovereignty mean? What is a nation? What issues are addressed around the idea of a nation?. The piece must be 750-1000 words. The evaluation of this assignment will assess the student's ability to address the issues seen in class and link them with the required readings.

#### **Written Assignment (2): Reflection paper**

Students must take pictures of the fieldtrip done of the Palacio Paz and the Memory Culture class and write a chronicle piece with images and notes taken on fieldtrip. The piece must be 750-1000 words. The evaluation of this assignment will assess the student's ability to link empirical data with the theoretical concepts seen in class.

#### **Final Exam**

The expected length of the exam is 2500 words. Students will be graded on the capacity to integrate and link different theoretical concepts with observations made in the previous assignments.

#### **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**

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 because 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:

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

**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**

- 1.1 Introduction to course.



Introduction to class. The differences and similarities between the colonial and independence experiences in Argentine and U.S. history. Conversation/debate between the instructor and the students about the colonial and independence experiences in Argentine and U.S. history

Required Readings:

LYNCH, John, *Las revoluciones hispanoamericanas 1808-1826*, Barcelona, Editorial Ariel, 2001, Capítulo I.

CORIGLIANO, Francisco, "Patria en 1810 y en 2010", en revista *Criterio*, N° 2360, Buenos Aires, Junio 2010, pp. 217-220.

MASSOT, Vicente, *La excepcionalidad argentina. Auge y ocaso de una Nación*, Buenos Aires, Emecé ensayo, 2005, Cap. I.

## Week 2

### 2.1 Creating a Nation.

The emergence of national identities in Argentine and U.S. history. The origin of "Argentinean" term. The two versions of the Argentine National Anthem. The origins of Argentine and U.S. national flags. The history of Aurora's flag song. The clash between Buenos Aires and provincial identities. Listening, analysis and debate about the origin of Argentine and U.S. national flag colors; the two versions of Argentine National Anthem (some of the localities and places mentioned in the first version not currently belong to present Argentine state); and Aurora (an original Argentine opera's aria composed in 1908, since 1945 one of the Argentine's flag songs)

Required Readings:

CORIGLIANO, Francisco, "Consideraciones acerca de la formación del Estado argentino", en DI TELLA, Torcuato S. y LUCCHINI, Cristina (compiladores), *La sociedad y el Estado en el desarrollo de la Argentina moderna*, Editorial Biblos, Buenos Aires, 1997, pp. 13 - 21.

PEI, Minxin, "The Paradoxes of American Nationalism", *Foreign Policy*, May 2003, Issue 136, pp. 31-37.

HUNTINGTON, Samuel, *¿Quiénes somos? Los desafíos a la identidad nacional estadounidense*, Buenos Aires, Paidós, 2004, Capítulos 3 y 6.

## Week 3

### 3.1 Myths around Nation Construction.

The role of national myths and education in the territorial conflicts inked to the Argentine national identity. The Anthropomorphic fallacy. The "territorial losses" myth. Two examples of the linkage between national myths, education and Argentine foreign policy: the territorial conflicts between Argentina and Chile and the Falklands/Malvinas case. Projection, analysis and debate of Argentinean, Chilean, Paraguayan, Peruvian and Uruguayan maps referring to "territorial losses" myth. Presentation and debate of magazines' cover about Falkland/Malvinas case in different periods of Argentine history. Listening and analysis of songs "Falklands March" ("Marcha de las Malvinas") and "Mother Queen" ("Reina Madre") lyrics. Projection and commentary of film "Enlightened by Fire" ("Iluminados por el fuego").

Required Reading:

ESCUDE, Carlos, "The Anthropomorphic Fallacy in International Relations Discourse", Harvard University, The Center for International Affairs, *Working Paper Series*, Paper N° 94-6, August 1994.

ESCUDE, Carlos, "El nacionalismo territorial argentino", en PERINA, Rubén y RUSSELL, Roberto, *Argentina en el mundo 1973-1987*, Buenos Aires, Grupo Editor Latinoamericano, 1988, pp. 241-262.

ESCUDE, Carlos, "Cultura política, política exterior y caducidad del modelo del Estado como actor racional: el caso argentino", en revista *Postdata*, N° 7, Mayo 2001, pp. 95-134.

LACOSTE, Pablo, *La imagen del otro en las relaciones de la Argentina y Chile (1534-2000)*, Buenos Aires, Fondo de Cultura Económica, 2003, Conclusiones, pp. 405-414.

**Due: Written Assignment #1: Reading Report.**

## Week 4

### 4.1 Migration in Argentina.

The politics of Argentine and U.S. governments about immigration. The Argentinization of the descendants of immigrants born in Argentina. The Americanization of immigrants in the United States. The myth of "melting pot". The clash between cosmopolitanism and nationalism, immigrants and natives in Argentine and U.S. literature. Reading and commentary of literary works of Sarmiento, Gálvez and Hernández.

Required Readings:

DI TELLA, Torcuato, *Sociología de los procesos políticos*, Buenos Aires, Eudeba, 1986, Capítulo XII.

HALPERIN DONGHI, Tulio, "¿Para qué la inmigración? Ideología y política inmigratoria en la Argentina (1810-1914)", en *El espejo de la historia. Problemas argentinos y perspectivas latinoamericanas*, Buenos Aires, Sudamericana, 1987, pp. 189-238.

HUNTINGTON, *op.cit.*, Capítulo 6.

Optional Readings:

GALVEZ, Manuel, *El diario de Gabriel Quiroga. Opiniones sobre la vida argentina*, (1910), Buenos Aires, Taurus, 2001, relatos del 21 de marzo y 3 de abril de 1907, pp. 90-94.

SARMIENTO, Domingo Faustino, *Facundo o Civilización y barbarie*, Buenos Aires, Editorial Acme, 1964, Capítulo 1.

HERNANDEZ, José, *El gaucho Martín Fierro. La vuelta de Martín Fierro*, Buenos Aires, Biblioteca Edaf, Madrid, 1983, I a III, pp. 27-44; V, pp. 49-53; y y VIII, pp. 62-66

## Week 5

### 5.1 Elites in the Americas.

The competing world visions and perceptions of Argentine and American elites: exceptionalism, Manifest Destiny, tunnel vision, isolationism, neutrality. Analysis and commentary of Argentine and American elites and policymakers' discourses. Review for Midterm

Required Readings:

TULCHIN, Joseph, *La Argentina y los Estados Unidos. Historia de una desconfianza*, Buenos Aires, Planeta, 1990, Capítulo 1.

DI TELLA, Guido, "El papel de la Argentina en el mundo", *Revista de Occidente*, Madrid, Noviembre 1996, pp. 31-46.



MASSOT, Vicente, *La excepcionalidad argentina. Auge y ocaso de una Nación*, Buenos Aires, Emecé ensayo, 2005, Prólogo y Posdata.

HEISS, Mary Ann, "The Evolution of the Imperial Idea and U.S. National Identity", *Diplomatic History*, Vol. 26, Nº 4, Fall 2002, pp. 511-540.

## Week 6

- 6.1 Midterm Exam  
**Due: First Written Exam**

## Week 7

- 7.1 The beginning of Peronism.  
Peronism as an Argentine cultural phenomenon. The impact of Peronism in Argentina-U.S. relations. Part One: From Peron and Eva to Isabel. Projection and commentary of film "Eva Perón" performed by Esther Goris (Eva Perón) and Víctor Laplace (Juan Perón) (1996). Listening and analysis of lyrics of Peronists songs: "The Peronist March" ("La Marcha Peronista"); "Evita capitana" (feminist version of the Peronist March) and "The Shirtless" ("La descamisada").  
Required Readings:  
PAGE, Joseph, *Perón. Una biografía*, Buenos Aires, Grijalbo, 1999, Capítulo 21, pp. 220-226.  
CORIGLIANO, Francisco, "Elementos de cambio y continuidad y cuestiones pendientes en las políticas exteriores de los gobiernos peronistas: de Perón a Kirchner", en *Anales de la Academia Nacional de Ciencias Morales y Políticas*, Tomo XXXII, 2005, Buenos Aires, 2006, pp. 843-864.  
MASSOT, *op.cit.*, Capítulo IV.

## Week 8

- 8.1 Peronist culture.  
Peronism as an Argentine cultural phenomenon. The impact of Peronism on Argentine-U.S. relations. Part Two: from Menem to Cristina.  
Required Reading:  
CORIGLIANO, Francisco, "La dimensión bilateral de las relaciones entre Argentina y Estados Unidos durante la década de 1990: el ingreso al paradigma de "relaciones especiales", en ESCUDE, Carlos, (director), *Historia de las Relaciones Exteriores de la República Argentina*, Parte IV, Tomo XV, Capítulo 1 (especialmente introducción y conclusiones de dicho capítulo), Buenos Aires, GEL, 2003, también disponible en sitio [www.argentina-rree.com](http://www.argentina-rree.com)  
CORIGLIANO, Francisco, "La política exterior del gobierno de Cristina Fernández de Kirchner: una típica política peronista del siglo XXI", revista *Mural Internacional*, Año 1, Nº1, Río de Janeiro, Junho 2011, pp. 22-27.

## Week 9

- 9.1 Peronism fieldtrip.  
Peronism Tour (visit to the CGT and free conversation with a union worker who personally knows Juan and Eva Perón)



## Week 10

- 10.1 National fundamentalism.  
Antisemitism, Nazism and Neonazism in Argentine history and present. Projection and commentary of images of neonazi publication *Ultima Thule*, N° 1 y N° 2.  
Required Reading:  
ELOY MARTINEZ, Tomás, *Las vidas del General. Memorias del exilio y otros textos sobre Juan Domingo Perón*, Buenos Aires, Aguilar, 2004, essay “Peron and the nazis”) (ensayo “Perón y los nazis”).  
JACKISH, Carlota, “Los refugiados alemanes en la Argentina, 1933-1945”, revista *Todo es Historia*, Año XXI, N° 244, octubre de 1987.  
NEWTON, Ronald C., *El cuarto lado del triángulo. La “amenaza nazi” en la Argentina (1931-1947)*, Buenos Aires, Editorial Sudamericana, pp. 13 a 25.  
KOLLMANN, Raúl, *Sombras de Hitler. La vida secreta de las bandas neonazis argentinas*, Buenos Aires, Sudamericana, 2001, Prólogo y Capítulo 2.  
Optional Readings:  
LOPEZ, Lucio V., *La Gran Aldea*, Buenos Aires, Centro Editor de América Latina, 1981, X, pp. 69-81. (presentación del personaje de Eleazar de la Cueva, primera referencia de un personaje particular característico de la mentalidad judía para la sociedad argentina)  
ELOY MARTINEZ, *op. cit.*, ensayo titulado “Por un país sin ghettos”, pp. 245-248.

## Week 11

- 11.1 French Culture in Argentine and American history.  
The French culture influence in Argentine and American history and present. Two areas of influence: the fine arts – bellas artes – and the methods of torture during the “Dirty War” of the 1970s. Projection and commentary of documental film “Death Squadrons, the French School” (“Escuadrones de la Muerte, la escuela francesa”). Listening and commentary of rock song lyrics “The dinosaurs” (“Los dinosaurios”) (1983), composed and performed by Charly García.  
Required Reading:  
MAZZEI, Daniel H., “La misión militar francesa en la escuela superior de Guerra y los orígenes de la Guerra Sucia, 1957-1962”, *Revista de Ciencias Sociales de la Universidad Nacional de Quilmes*, N° 13, noviembre de 2002, pp. 105-137.  
ROBIN, Marie-Monique, *Escuadrones de la Muerte. La escuela francesa*, Buenos Aires, Editorial Sudamericana, 2005, Parte II, Capítulos 15 y 16.

## Week 12

- 12.1 Memory Culture Fieldtrip.  
Visit to Palacio Paz and Parque de la Memoria.

## Week 13

- 13.1  
The controversial self-perception of the “Argentine being” in Argentine literature, popular music and comics. The comics *Mafalda* and *The Simpsons* as examples of representative sub-cultures of Argentine and American societies. Listening and commentary of lyrics of



tango songs “Al mundo le falta un tornillo” (1928) composed by Enrique Domingo Cadícamo y José María Aguilar; and “Cambalache” (1935) composed by Enrique Santos Discépolo, two of them performed by tango singer Julio Sosa. Listening and commentary of lyrics of rock song “La Argentinidad al Palo”, composed and performed by La Bersuit Vergarabat group in 2004. Projection and commentary of *Mafalda* comic.

#### Required Readings

LANUS, Juan Archibaldo, *Aquel apogeo. Política internacional argentina 1910-1939*, Buenos Aires, Emecé, 2001, Capítulo I.

SEOANE, María, *Nosotros. Apuntes sobre pasiones, razones y trampas de los argentinos entre dos siglos*, Buenos Aires, Sudamericana, 2005, pp. 17-38.

RAMOS, Víctor, *Racismo y discriminación en la Argentina*, Buenos Aires, Editorial Catálogos, 1999, Capítulos 3, 4 y 11.

**Due: Written Assignment #2: Reflection Paper**

#### Week 14

14.1 Second Written Exam

**Due: Second Written Exam**

#### Week 15

15.1 Class 15, Final Class

Hand out final course grades. Course feedback and farewell.

#### Course Materials

##### **Readings**

CORIGLIANO, Francisco, "Consideraciones acerca de la formación del Estado argentino", en DI TELLA, Torcuato S. y LUCCHINI, Cristina (compiladores), *La sociedad y el Estado en el desarrollo de la Argentina moderna*, Editorial Biblos, Buenos Aires, 1997, pp. 13 - 21.

CORIGLIANO, Francisco, "Elementos de cambio y continuidad y cuestiones pendientes en las políticas exteriores de los gobiernos peronistas: de Perón a Kirchner", en *Anales de la Academia Nacional de Ciencias Morales y Políticas*, Tomo XXXII, 2005, Buenos Aires, 2006, pp. 843-864.

CORIGLIANO, Francisco, "La dimensión bilateral de las relaciones entre Argentina y Estados Unidos durante la década de 1990: el ingreso al paradigma de "relaciones especiales", en ESCUDE, Carlos, (director), *Historia de las Relaciones Exteriores de la República Argentina*, Parte IV, Tomo XV, Capítulo 1 (especialmente introducción y conclusiones de dicho capítulo), Buenos Aires, GEL, 2003, también disponible en sitio [www.argentina-rree.com](http://www.argentina-rree.com)

CORIGLIANO, Francisco, "La política exterior del gobierno de Cristina Fernández de Kirchner: una típica política peronista del siglo XXI", revista *Mural Internacional*, Año 1, N°1, Río de Janeiro, Junho 2011, pp. 22-27.

CORIGLIANO, Francisco, "Patria en 1810 y en 2010", en revista *Criterio*, N° 2360, Buenos Aires, Junio 2010, pp. 217-220.

DI TELLA, Guido, "El papel de la Argentina en el mundo", *Revista de Occidente*, Madrid, Noviembre 1996, pp. 31-46.

DI TELLA, Torcuato, *Sociología de los procesos políticos*, Buenos Aires, Eudeba, 1986, Capítulo XII.

ELOY MARTINEZ, *op. cit.*, ensayo titulado "Por un país sin ghettos", pp. 245-248.





- ELOY MARTINEZ, Tomás, *Las vidas del General. Memorias del exilio y otros textos sobre Juan Domingo Perón*, Buenos Aires, Aguilar, 2004, essay “Peron and the nazis”) (ensayo “Perón y los nazis”).
- ESCUDE, Carlos, “Cultura política, política exterior y caducidad del modelo del Estado como actor racional: el caso argentino”, en revista *Postdata*, N° 7, Mayo 2001, pp. 95-134.
- ESCUDE, Carlos, “El nacionalismo territorial argentino”, en PERINA, Rubén y RUSSELL, Roberto, *Argentina en el mundo 1973-1987*, Buenos Aires, Grupo Editor Latinoamericano, 1988, pp. 241-262.
- ESCUDE, Carlos, “The Anthropomorphic Fallacy in International Relations Discourse”, Harvard University, The Center for International Affairs, *Working Paper Series*, Paper N° 94-6, August 1994.
- GALVEZ, Manuel, *El diario de Gabriel Quiroga. Opiniones sobre la vida argentina*, (1910), Buenos Aires, Taurus, 2001, relatos del 21 de marzo y 3 de abril de 1907, pp. 90-94.
- HALPERIN DONGHI, Tulio, “¿Para qué la inmigración? Ideología y política inmigratoria en la Argentina (1810-1914)”, en *El espejo de la historia. Problemas argentinos y perspectivas latinoamericanas*, Buenos Aires, Sudamericana, 1987, pp. 189-238.
- HEISS, Mary Ann, “The Evolution of the Imperial Idea and U.S. National Identity”, *Diplomatic History*, Vol. 26, N° 4, Fall 2002, pp. 511-540.
- HERNANDEZ, José, *El gaucho Martín Fierro. La vuelta de Martín Fierro*, Buenos Aires, Biblioteca Edef, Madrid, 1983, I a III, pp. 27-44; V, pp. 49-53; y y VIII, pp. 62-66
- HUNTINGTON, *op.cit.*, Capítulo 6.
- HUNTINGTON, Samuel, *¿Quiénes somos? Los desafíos a la identidad nacional estadounidense*, Buenos Aires, Paidós, 2004, Capítulos 3 y 6.
- JACKISH, Carlota, “Los refugiados alemanes en la Argentina, 1933-1945”, revista *Todo es Historia*, Año XXI, N° 244, octubre de 1987.
- KOLLMANN, Raúl, *Sombras de Hitler. La vida secreta de las bandas neonazis argentinas*, Buenos Aires, Sudamericana, 2001, Prólogo y Capítulo 2.
- LACOSTE, Pablo, *La imagen del otro en las relaciones de la Argentina y Chile (1534-2000)*, Buenos Aires, Fondo de Cultura Económica, 2003, Conclusiones, pp. 405-414.
- LANUS, Juan Archibaldo, *Aquel apogeo. Política internacional argentina 1910-1939*, Buenos Aires, Emecé, 2001, Capítulo I.
- LOPEZ, Lucio V., *La Gran Aldea*, Buenos Aires, Centro Editor de América Latina, 1981, X, pp. 69-81. (presentación del personaje de Eleazar de la Cueva, primera referencia de un personaje particular característico de la mentalidad judía para la sociedad argentina)
- LYNCH, John, *Las revoluciones hispanoamericanas 1808-1826*, Barcelona, Editorial Ariel, 2001, Capítulo I.
- MASSOT, *op.cit.*, Capítulo IV.
- MASSOT, Vicente, *La excepcionalidad argentina. Auge y ocaso de una Nación*, Buenos Aires, Emecé ensayo, 2005, Cap. I.
- MASSOT, Vicente, *La excepcionalidad argentina. Auge y ocaso de una Nación*, Buenos Aires, Emecé ensayo, 2005, Prólogo y Posdata.
- MAZZEI, Daniel H., “La misión militar francesa en la escuela superior de Guerra y los orígenes de la Guerra Sucia, 1957-1962”, *Revista de Ciencias Sociales de la Universidad Nacional de Quilmes*, N° 13, noviembre de 2002, pp. 105-137.
- NEWTON, Ronald C., *El cuarto lado del triángulo. La “amenaza nazi” en la Argentina (1931-1947)*, Buenos Aires, Editorial Sudamericana, pp. 13 a 25.
- PAGE, Joseph, *Perón. Una biografía*, Buenos Aires, Grijalbo, 1999, Capítulo 21, pp. 220-226.
- PEI, Minxin, “The Paradoxes of American Nationalism”, *Foreign Policy*, May 2003, Issue 136, pp. 31-37.



- RAMOS, Víctor, *Racismo y discriminación en la Argentina*, Buenos Aires, Editorial Catálogos, 1999, Capítulos 3, 4 y 11.
- ROBIN, Marie-Monique, *Escuadrones de la Muerte. La escuela francesa*, Buenos Aires, Editorial Sudamericana, 2005, Parte II, Capítulos 15 y 16.
- SARMIENTO, Domingo Faustino, *Facundo o Civilización y barbarie*, Buenos Aires, Editorial Acme, 1964, Capítulo 1.
- SEOANE, María, *Nosotros. Apuntes sobre pasiones, razones y trampas de los argentinos entre dos siglos*, Buenos Aires, Sudamericana, 2005, pp. 17-38.
- TULCHIN, Joseph, *La Argentina y los Estados Unidos. Historia de una desconfianza*, Buenos Aires, Planeta, 1990, Capítulo 1.

### **Online Resources**

Online resources with short video clips, films, songs and archive files will be seen and referenced in accordance to the topics covered in each class.