Course name: Multiculturalism and Ethnicity in Argentina
Course number: ANTH 3001 AFLA (ENG) / LAST 3008 AFLA (ENG)
Programs offering course: Buenos Aires Language and Culture
Language of instruction: English
U.S. Semester Credits: 3
Contact Hours: 45
Term: Summer 2018
Course meeting place: FLACSO
Professor: Fernando Fischman, Ph.D.

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 sciences 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 processes of incorporation and/or exclusion of Original peoples, the invisibilization of Afrodescendants, current migrant groups from a wide variety of countries and the relationships among them, the current situation of descendants of settlers from historical migrations and present-day social conflicts that stem from all such processes. The course aims will be accomplished through lectures, presentations by researchers specialized on the topics of the class, visits to museums and an ethnographic fieldwork experience.

Learning Objectives
By completing this course, students will be able to:
• Identify 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
• Analyze processes of ethnic segregation that operate through both marked and subtle ways
• Assess similarities and differences in regards to ethnicity and discrimination in the U.S. and Argentina

Course Prerequisites
None
Methods of Instruction
Lectures; video clips of current living conditions of Indigenous peoples, ethnic festivals, and political demonstrations; field trips to sites such as Ethnographic Museum (Museo Etnográfico), Immigration Museum (Museo de la Inmigración), Museo Evita (Evita Museum), Feria de Mataderos; ethnographic fieldnote taking tour in Buenos Aires; guest speakers.

Assessment and Final Grade
Written Assignments (2) 40%
Final Exam 40%
Attendance and Class Participation 20%

Course Requirements

Written Assignments

#1
-A report on the visit to the Ethnographic Museum focusing on ways of public representation of the Indigenous peoples. 700 words. The students are expected to make a critical reflection on the museum exhibits and on the history of representation of Indigenous cultures.

-A report based on the visit to the Museo de la Inmigración (Immigration Museum). 700 words. The student is expected to describe and analyze the way immigration to Argentina is presented in the museum displays.

Students will choose one of the options mentioned above

#3
An ethnographic record based on notes taken on fieldtrip #3. 700 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
In class. Students will have to answer questions in essay form. Students will be graded on the capacity to integrate and link different theoretical concepts with observations made in the previous assignments.

Attendance and Class Participation
Attendance is required to each class. 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.

Weekly Schedule

Week 1

Class I
Introduction to class

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 quizzes. Also commonplace notions about Argentine identity and national foundational myths will be talked about through the analysis of travel books 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. Fragments of the educational video Pueblos Originarios will be shown in order to display the current living conditions of Indigenous populations.

Class II

Indigenous peoples and the State: genocide, exclusion and incorporation. The Indigenous peoples as salaried workforce

The professor and an invited researcher will provide a historical overview of the fate of the Indigenous peoples in Argentina. The main topics to be presented are the killing of the Patagonian and Chaco peoples. 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 proletarization of the Indigenous population and its incorporation to the labor market as cheap workforce. The incorporation of Indigenous peoples to the Argentine nation-state will be discussed through the bibliographic materials assigned.

Class III

Representations of Indigeneity in Argentina

Fieldtrip #1: Visit to the Ethnographic Museum of the Universidad de Buenos Aires (Museo Etnográfico) and guided tour. The objective of this class in the context of the museum is to provide a historical overview of how Indigenous peoples have been represented in different periods and what have been the discourses that shaped the general public’s view of the Original people in the past and what are the current discourse about them.

Class IV
The processes of mestizaje: the “gaucho”

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” a mythic national symbol. Fragments of literary pieces belonging to the “Criollista movement” that configured the “gaucho” figure like renown Martin Fierro and Juan Moreira will be read in class. A visit to the “Feria de Mataderos” will be arranged so that students encounter contemporary representations of “gaucho” culture.

Class V

African peoples in Argentina: from slavery to invisibilization. From invisibility to public resurfacing through cultural and political movements

- An invited researcher, Dr. María Cecilia Martino will lecture on the history of Africans and afrodescendants in Argentina. A comparison between processes of slavery in different countries of the Americas and between different systems of racial categorization will be done. The class will focus the processes of invisibilization of the African population that took place in Argentina. Then, the focus of this class will shift to the resurfacing of the Afrodescendants’ after decades of invisibility through contemporary cultural expressions like “candombe”. The class will as well deal with the influence of African heritage in the development of popular expressive traditions like tango music, lyrics and dance through films. Folk literature and speech of African provenance will be discussed as well as its influence on Argentine. Spanish language. A live performance by contemporary practitioners of Afrodescendants’ cultural expressions will be attended.

Class VI

The processes of mestizaje: the “cabecita negra”

Another process of mestizaje, this one related to rural migrations to the cities in the context of the industrialization processes of the Peronist government in the 1940s and 1950s and the construction of complex social categories in the urban environment, the so called “cabecitas negras” will be tackled through the discussion of ethnographic materials and literary works that show the urban “educated” sectors' view of these social “others”, like short stories by Julio Cortázar. A visit to the Museo Evita will be used to trigger discussions about the derogatory views the “porteños” (the people of Buenos Aires) hold of the people from the provinces and the social and political roots of such views.

Class VII
Argentina as a country of migrations

The professor will lecture about Argentina as a country of migrations. In this class a general contextualization of migrations will be provided and a Powerpoint presentation will address the successive phases of migrations from the XXth century to the present. European migrations to Argentina of the XIXth and XXth Century will be discussed in the context of migrations to the "New World". The reasons for Italians and Spanish immigrants as the mainstream population of Buenos Aires will be dealt with as well as the settlement of European immigrants in rural communities. An educational film "La gran inmigración" will be shown in order to tackle some of the social, economic, and political issues of the migrations of the early XXth century.

Class VIII

Argentina as a country of migrations

Fieldtrip #2 Visit to the Museo de la Inmigración (Immigration Museum).

Class IX

Jewish immigrants and the configuration of the Jewish-Argentine community

The professor, who has been doing research on the Argentine Jewish community for over two decades, will lecture on Jewish migration and the setting up of a Jewish Argentine community. Some of the issues that the professor will tackle in his lecture are: The different migratory waves and places of origin (Central and Eastern Europe, the Middle East and North Africa), the Ashkenazyc and Sephardic communities, beliefs and attitudes towards religious practice, the development of diverse religious movements: Conservatism and Ultraorthodoxy, the Argentine as a diaspora community with both local traits and global connections, current political trends in the Jewish-Argentine community. Fragments of films that deal with different aspects and periods of the Jewish community will be shown ("Los gauchos judíos"; "El abrazo partido") and fragments of humor TV programs in which Jews are represented.

Class X

Latin American migrants. Old and recent trends

An invited lecturer specialized on Latin American migration, Ezequiel Fernández Bravo will elaborate on the migration from neighbouring countries (Bolivia, Paraguay, Uruguay, Chile) and the specific traits of each of these immigrant collectives. He will focus as well on regional migrations, that is that from Latin American countries that share no borders with Argentina, like Perú. Through the use of statistical and census data he will focus on current socio-economic developments related to those migrations like settlement and work patterns. The class will deal as
well with the changes between migration policies and discourses in the 1990s and 2004 when a law that favors the documentation of Latin American immigrants was passed. A comparison with regional migrations to the United States through its southern borders will be established.

Class XI

**Asia in Latin America: Chinese and Korean immigrants. Ethnic Discrimination and economic Competition**

A researcher who specializes on Asian migration. Dr. Corina Courtis will draw upon academic works and media resources like films, TV shows and newspaper clips to show how a discourse of discrimination against Asian has been widespread until recently. She will also address migration of people from different Asian countries using statistical data and will deal with specific business patterns and relationships of complementarity and conflict with other migrant and ethnic groups like Jews and Bolivians.

Class XII

**Public Displays of “Multiculturalism” in Buenos Aires**

Survey of rituals, festivals, and ceremonies performed in public spaces (streets, parks, plazas), examining topics such as:

- Demonstrations and rallies
- Pluralism and ethnic discrimination
- Urban and school discrimination based on ethnic and class basis.

Class XIII

**Field trip**: Ethnographic fieldwork experience in Buenos Aires - Students will explore a city neighborhood and take fieldwork notes related to the presence of different immigrant and ethnic groups.

Class XIV

**Presentation**: Students will present their papers based on their fieldwork experience. On the 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’ observations

Class XV

**Final Exam**
Course Materials

Readings


Readings Schedule

Class 1 No readings assigned


Class 6 No readings assigned


Class 8 No readings assigned


Class 13 No readings assigned

Class 14 No readings assigned

Class 15 Final Exam

Online Resources

Encuentro cultural national broadcasting network:
