

University of Southern California

DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES

SPRING 2023

Argentina Maymester 2023

May 15 – June 10

**SPANISH 499: SPECIAL TOPICS: IMMIGRATION, SOCIETY AND WORK
CULTURE IN BUENOS AIRES, ARGENTINA**



Professor:

Martin Ocon-Gamarra (ocongama@usc.edu) **Office Hours:** THH 256R; By appointment

I. COURSE DESCRIPTION

This course explores the role immigration, displacement of indigenous communities and the issue of identity have played in shaping several aspects of modern Argentinean society such as social classes, territorial distribution, job opportunities and work regulations. Students will be exposed to readings and case studies that discuss the displacement and immigration processes of different ethnic and cultural groups in Argentina throughout its history. In this course of 60 hours of instruction, students will analyze the issue of Argentinean identity through Culture Mixing and multiculturalism.

Moreover, students will tackle the following questions through key readings, presentations and group discussions: What triggered immigration into Argentina and which were the main communities of newcomers? Did the Argentine government favor this immigration process? What

triggered the displacement of indigenous populations in Argentina and which were the main communities affected? Did the Argentine government favor this displacement process? How are identities and social structures intertwined with job opportunities and work status? How are work and workplace cultures in Argentina similar or different from those in the United States?

II. INTRODUCTION TO THE PROGRAM

Argentina has always attracted international students because of numerous factors, including the country's distinct cultural life and diverse natural beauty. European and Latin American influences are blended into architecture, sports, cuisine, the Porteño accent, and world-renowned artistic contributions to music, literature, and dance.

In 2023 the Argentina Maymester program will be based in two cities: the beautiful Alpine-styled San Carlos de Bariloche in Patagonia and the vibrant and cosmopolitan capital city of Buenos Aires. Students will not only have access to theoretical knowledge, but also to experiential opportunities in order to better understand modern Argentinean society and its implications on job opportunities and work culture. This program also aims to deepen students' understanding of Argentina's history of immigration, displacement and development of its identity while fostering their communicative abilities in Spanish in authentic contexts. All these skills will be professionally and personally valuable for those aspiring to work in Latin America or with Latino communities in the U.S. Students will achieve these goals with the academic program described below, involving lectures and presentations along with the homestay component, where students will gain a full immersive and genuine experience by living with a local family in Bariloche.

III. COURSE OBJECTIVES

Students will be able to:

1. Discuss topics related to the history, politics, economy, culture, society, and traditions of Argentina.
2. Critically reflect on the meaning of identity and multiculturalism.
3. Demonstrate an understanding of the structure and functions of the Argentinean governmental regulations and policies in regards to access to work opportunities.
4. Reach a higher level of Spanish proficiency (based on ACTFL guidelines)

IV. TEXTBOOK

No textbook is required. Students need to download and read all the peer-reviewed articles shown in the schedule.

V. EXTRAORDINARY CONSIDERATIONS AND/OR LIMITATIONS

Outside activities in Argentina are included but may be limited or canceled according to USC's contingency plan and/or CDC recommendations.

VI. COURSE EVALUATION

Students will be graded on three elements of the course. The first element is their knowledge of the course content, which will be assessed through two examinations, a midterm and a final exam. The second element is based on students' performance which includes timeliness, participation in class, involvement and overall cooperation essential to the success of course, as well as a critical essay reflecting their cultural learning experience. The third element will be a presentation on one of the topics discussed in the course.

Summary of Distribution of Grades

- Class Participation 15%
- Mid-Term Exam 20%
- Critical Essay 20%
- Presentation 25%
- Final Exam 20%

Grading System

Percentages	Letter	Percentages	Letter
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D

Percentages	Letter	Percentages	Letter
80-82	B-	60-62	D-
77-79	C+	0-59	F

1. Class Participation (15%)

Preparation of readings and active participation, and contribution to lectures, discussions, and related virtual excursions are mandatory. The grades will reflect each student's commitment. Be ready to answer questions such as:

- What does the reading discuss?
- How does this reading inform my understanding of modern Argentine society and its implications on job opportunities and work culture?
- What comparison can be made between my new understanding of Argentine society and my knowledge of American society?

2. Mid-Term Exam (20%)

This examination will cover the material covered in all lectures, readings, student presentations, and discussions. This also includes material covered by guest speakers/ guides.

3. Critical Essay (20%)

The critical essay is a composition that should offer an analysis, interpretation, commentary, and/or evaluation of texts, lectures, and visits in Bariloche and Buenos Aires. Make sure that your essay considers how your cultural experiences have been affected by your previous knowledge, and how they have been changed/affected by the course readings, visits, and lectures. Your entry should have at least 1000-1500 words and should consider the readings, visits, and other cultural observations you made on your own. Be conscious of the language used, these are academic essays.

4. Presentation (25%)

Students will be asked to prepare a presentation on a topic related to the history and culture of Argentina (focused on immigration, society and work). Each student will receive their specific presentation topic by the end of March 2024. Between then and the start of the program, each

student will schedule a meeting with the professor to show a presentation outline and discuss the information to be presented on the actual presentation day.

In order to make content of the presentation more appealing and help the audience understand it better, presenters will be asked to prepare a PowerPoint with visuals to go with their speech. Importantly, the PowerPoint should be completely free of sentence-level text (only images or annotated graphs are allowed). No reading of any kind will be allowed during the presentation.

Presenters should make sure to engage the audience to encourage their participation. Thus, presenters should make sure to rehearse their presentations as needed prior to the date of their presentation. Choppy delivery will negatively impact your grade.

5. Final Exam (20%)

The Final Exam, essay style, is comprehensive and will take place in the last day of the program.

VII. Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct. Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to

remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

VIII. SCHEDULE

The instructor reserves the right to make changes to the schedule if he/she deems it pedagogically appropriate or necessary

Week 1 (in Los Angeles): The Formation of a Nation

Monday, May 15

Introduction to the course. General facts about Argentine history and culture.

Presenter # 1:

Article: Owens, David James. "Spanish—Portuguese Territorial Rivalry in Colonial Río de La Plata." Yearbook. Conference of Latin Americanist Geographers, vol. 19, University of Texas Press, 1993, pp. 15–24, <http://www.jstor.org/stable/25765781>.

Article: Diggs, Irene. "The Negro in the Viceroyalty of the Rio de La Plata." *The Journal of Negro History*, vol. 36, no. 3, 1951, pp. 281–301. *JSTOR*, <https://doi.org/10.2307/2715672>. Accessed 6 Dec. 2022.

Tuesday, May 16

Presenter # 2:

Article: Ortiz, Javier & Newland, Carlos. "The Economic Consequences of Argentine Independence". Cuadernos de Economía. Latin American journal of Economics. February 2001.

Article: Macintyre, Iona. "Post-Independence Transformation in Buenos Aires." Women and Print Culture in Post-Independence Buenos Aires, NED-New edition, Boydell & Brewer, 2010, pp. 23–58, <http://www.jstor.org/stable/10.7722/j.ctt9qdn9t.6.Copy>

Wednesday, May 17:

Presenter # 3:

Article: Dillehay, Tom D., and Francisco Rothhammer. "QUEST FOR THE ORIGINS AND IMPLICATIONS FOR SOCIAL RIGHTS OF THE MAPUCHE IN THE SOUTHERN CONE OF SOUTH AMERICA." *Latin American Antiquity*, vol. 24, no. 2, 2013, pp. 149–63. *JSTOR*, <http://www.jstor.org/stable/43746216>. Accessed 6 Dec. 2022.

Presenter # 4:

Article: WARREN, SARAH. "A Nation Divided: Building the Cross-Border Mapuche Nation in Chile and Argentina." *Journal of Latin American Studies*, vol. 45, no. 2, 2013, pp. 235–64. *JSTOR*, <http://www.jstor.org/stable/24544543>. Accessed 6 Dec. 2022.

Week 2 (in Bariloche): Identity and Immigration

Monday, May 22

Presenter # 5:

Article: Klein, Herbert S. "The Integration of Italian Immigrants into the United States and Argentina: A Comparative Analysis." *The American Historical Review*, vol. 88, no. 2, 1983, pp. 306–329. *JSTOR*, www.jstor.org/stable/1865404. Accessed 2 Oct. 2020.

Presenter # 6:

Article: Baer, James "Anarchists and Immigration from Spain to Argentina." *Anarchist Immigrants in Spain and Argentina*, University of Illinois Press, 2015, pp. 32–50. *JSTOR*, www.jstor.org/stable/10.5406/j.ctt13x1kv5.9. Accessed 2 Oct. 2020.

Tuesday, May 23

Presenter # 7:

Article: Elena, Eduardo. "Nation, Race and Latin Americanism in Argentina: The Life and Times of Manuel Ugarte, 1900s–1960s." *Making Citizens in Argentina*, edited by BENJAMIN BRYCE and DAVID M. K. SHEININ,

University of Pittsburgh Press, Pittsburgh, Pa., 2017, pp. 62–82. JSTOR, www.jstor.org/stable/j.ctt1r69xtk.7. Accessed 2 Oct. 2020.

Presenter # 8:

Article: Larson, Carolyn R. “‘ARGENTINE MAN’: Human Evolution and Cultural Citizenship in Argentina, 1911–1940.” *Making Citizens in Argentina*, edited by BENJAMIN Bryce and SHEININ, David. University of Pittsburgh Press, Pittsburgh, Pa., 2017, pp. 43–61. JSTOR, www.jstor.org/stable/j.ctt1r69xtk.6. Accessed 2 Oct. 2020.

Thursday, May 23

Presenter # 9:

Article: Karush, Matthew B. “BLACKNESS IN ARGENTINA: JAZZ, TANGO AND RACE BEFORE PERÓN.” *Past & Present*, no. 216, 2012, pp. 215–245. JSTOR, www.jstor.org/stable/23360229. Accessed 2 Oct. 2020.

Friday, May 26: Mid-term

Week 3 (in Bariloche): Argentine Society under Peronism and the Military Dictatorship

Monday, May 29:

Presenter # 10:

Article: Náállim, Jorge. “BETWEEN FREE TRADE AND ECONOMIC DICTATORSHIP: SOCIALISTS, RADICALS, AND THE POLITICS OF ECONOMIC LIBERALISM IN ARGENTINA, 1930-1943.” *Canadian Journal of Latin American and Caribbean Studies / Revue Canadienne Des Études Latino-Américaines et Caraïbes*, vol. 33, no. 65, [Taylor & Francis, Ltd., Canadian Association of Latin American and Caribbean Studies], 2008, pp. 137–72, <http://www.jstor.org/stable/41800403>.

Presenter # 11:

Article: Torres, Cesar R. “Peronism, International Sport, and Diplomacy.” *Diplomatic Games: Sport, Statecraft, and International Relations since 1945*, edited by HEATHER L. DICHTER and ANDREW L. JOHNS, University Press of Kentucky, Lexington, Kentucky, 2014, pp. 151–182. JSTOR, www.jstor.org/stable/j.ctt9qhm27.8. Accessed 2 Oct. 2020.

Tuesday, May 30:

Presenter # 12:

Article: Navarro, Marysa. "The Case of Eva Perón." *Signs*, vol. 3, no. 1, University of Chicago Press, 1977, pp. 229–40, <http://www.jstor.org/stable/3173094>.

Thursday, June 1:

Presenter # 13:

Article: Senkman, Leonardo. "Attitudes of the Jewish Community in Buenos Aires towards Holocaust Survivors, 1945–49." *Holocaust Survivors: Resettlement, Memories, Identities*, edited by Dalia Ofer et al., 1st ed., Berghahn Books, New York; Oxford, 2012, pp. 258–273. JSTOR, www.jstor.org/stable/j.ctt9qd3zt.16. Accessed 2 Oct. 2020.

Article: "The Attitude of the Clergy to Nazism and the Jewish Refugees." *The Catholic Church and the Jews: Argentina, 1933-1945*, by Graciela Bendror, University of Nebraska Press, Lincoln; London, 2008, pp. 132–150. JSTOR, www.jstor.org/stable/j.ctt1dfnvcg.11. Accessed 2 Oct. 2020

Friday, June 2: Film: *La Historia Oficial* (1985)

Oscar Winner: Best Foreign Film

Topic: The military junta or civic-military dictatorship in Argentina (1976 - 1983)

Week 4 (in Buenos Aires): Argentine Economy, Labor Market and Labor Regulations

Monday, Jun 5: Presenter # 14:

Article: Regan, Richard. "THE FALKLANDS WAR (1982)." *Just War*, Second Edition, Catholic University of America Press, Washington, D.C., 2013, pp. 154–162. JSTOR, www.jstor.org/stable/j.ctt5vj8j2.13. Accessed 2 Oct. 2020.

Article: Femenía, Nora Amalia, and Carlos Ariel Gil. "Argentina's Mothers of Plaza De Mayo: The Mourning Process from Junta to Democracy." *Feminist Studies*, vol. 13, no. 1, 1987, pp. 9–18. JSTOR, www.jstor.org/stable/3177832. Accessed 2 Oct. 2020.

Tuesday, Jun 6: Presenter #15:

Article: Khamis, Melanie. "Crisis and Recovery in Argentina: Labor Market, Poverty, Inequality and Pro-Poor Growth Dynamics." *Poverty, Inequality and Migration in Latin America*, edited by Stephan Klasen and Felicitas Nowak-Lehmann, NED - New edition ed., Peter Lang AG, Frankfurt Am Main, 2008, pp. 125–154. JSTOR, www.jstor.org/stable/j.ctv9hj9fz.7. Accessed 2 Oct. 2020.

Wednesday, Jun 7: Presenter #16:

Article: Mendoza, Marcos. "KIRCHNERISMO AND THE POLITICS OF THE GREEN ECONOMY." *The Patagonian Sublime: The Green Economy and Post-Neoliberal Politics*, Rutgers University Press, 2018, pp. 168–82, <https://doi.org/10.2307/j.ctvscxrxw.14>.

Thursday, Jun 8: Reading Day

Friday, Jun 9: Final Exam