In late 2001 Argentina descended into a deep political, economic, and social crisis from which it is still suffering. How did this happen to a country that, in 1900, had the eighth largest economy in the world? How did this happen to a country with high levels of education and a large middle class? Why didn't Argentina follow the same trajectory as other countries with similar components of development like Canada and New Zealand (immigrant-based population, agricultural wealth etc.)? After seeing the movie *Evita*, many Americans feel satisfied in saying that it was all the Perón’s fault. But the answers to these questions are much more complicated than that, and those questions lead to other questions, perhaps more important, about the historic roots of Argentine society. Since the crisis, Argentina has steadily improved, although the current world crisis is having an effect there as well. A weak Argentine peso has helped the country’s exports and increased foreign tourism. And Argentina continues to dazzle the world with its soccer playing, its gold medal in basketball in the Athens Olympics, and most recently major golf championships.

Argentina’s recent crises may, for some, obscure its importance as a major political, economic, and cultural player in Latin American and hemispheric history, where Argentina has consistently tried, not always successfully, to provide a cultural and political counterweight to the dominance of the United States. These are a few of the issues we will be addressing in this course. I look forward to an informative and fun semester.

Course Objectives:

The objectives of this course are for you to gain specific historical knowledge and, while doing so, develop writing, thinking, and oral skills that will serve you in other courses and throughout your lives and careers. The specific objectives are:

1. Learn and understand more about the historical processes that have shaped the nation of Argentina from colonial times up to the present. These include:
   --colonial settlement and legacy; the role of the indigenous peoples, Afro-Argentines, creoles (*criollos*), including the gaucho; the rise of the city of Buenos Aires and its relation to the other provinces; independence from Spain; economic, cultural, and political development; Argentina’s relations with the United States and other Latin American countries; the history of gender relations; immigration; the role of the military; nationalism and neoliberalism.

2. To be able to discuss and explain those processes through the written and spoken word with clarity, persuasiveness, and proper use of evidence.

3. To write a well written, organized, and developed term paper (see instructions) using the critical thinking and writing skills of a historian.

Required Reading and Other Course Materials and Content

--Jonathan Brown, *A Brief History of Argentina*
--Gabriella Nouzeilles and Graciela Montaldo, eds., *The Argentina Reader: History, Culture, and Politics*
--John Lynch, *Argentine Caudillo: Juan Manuel de Rosas*
--Donna Guy, *Women Build the Welfare State*
--Additional readings will be made available on Blackboard, online, or otherwise.
--Optional cultural activity: $9.00 for a traditional (i.e. delicious and massive) Argentine *asado* (barbeque). Sept. 17th, 1:00 pm at Shumway home.

The readings will help us achieve the objectives of the course. Jonathan Brown’s text is concise and accessible and will provide the basic factual foundation for the course. *The Argentina Reader* is an excellent collection of primary and secondary sources that will expose you to a wide range of perspectives and approaches to the country’s history. John Lynch’s *Argentine Caudillo* is a biography of Juan Manuel de Rosas, a nineteenth-century dictator, and one of the most controversial figures in Argentine history. Donna Guy’s *Women Make the Welfare State* shows how women helped shape modern Argentina up through the Peronist government.
Course Expectations and Advice:

Your are upper division students at Brigham Young University. BYU has a high standard of excellence, and I expect you to perform to the best of your abilities. You are expected to come to class prepared. This means that you have done the reading assignments and are ready to participate in class discussions. Although I will lecture regularly, class discussion will be a part of each class. I expect students at this level to participate in stimulating discussions of the readings in class in a semi-colloquium setting (analytical discussion of readings). Questioning the reading, pulling out themes, and discussing different interpretations are skills you should be honing as students (in addition, it will make the class more interesting). At all times I will expect all of us to exhibit the appropriate respect for each others’ questions and opinions as well as respect for the people we will be studying. This will help create an environment conducive to sharing and learning. Taking notes on the readings, lectures, and other material presented in class is highly recommended since exams will cover material from all of these areas.

<table>
<thead>
<tr>
<th>Assignment Breakdown</th>
<th>Final Grade Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (including map quiz)</td>
<td>Final Grade Breakdown</td>
</tr>
<tr>
<td>60 pts</td>
<td>93-100 = A</td>
</tr>
<tr>
<td>Other Writing Assignments</td>
<td>70-72 = C-</td>
</tr>
<tr>
<td>20 pts</td>
<td>90-92 = A-</td>
</tr>
<tr>
<td>In class presentation</td>
<td>68-69 = D+</td>
</tr>
<tr>
<td>20 pts</td>
<td>88-89 = B+</td>
</tr>
<tr>
<td>Lynch quiz</td>
<td>63-67 = D</td>
</tr>
<tr>
<td>20 pts</td>
<td>83-87 = B</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>60-62 = D-</td>
</tr>
<tr>
<td>200 pts</td>
<td>80-82 = B-</td>
</tr>
<tr>
<td>Research Paper</td>
<td>59 and below = E</td>
</tr>
<tr>
<td>150 pts</td>
<td>78-79 = C+</td>
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<tr>
<td>Final Exam</td>
<td></td>
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<tr>
<td>200 pts</td>
<td></td>
</tr>
<tr>
<td>Total: 680 pts*</td>
<td>73-77 = C</td>
</tr>
</tbody>
</table>

* The total number of points may vary as the number of quizzes and in class assignments may vary.

Quizzes. Quizzes on any particular day will cover the readings listed on that date in the syllabus. The quizzes will be unannounced. Quizzes are designed so that if you have done a good job reading in preparation for the class (not just skimming), you will do well on them. Quizzes will usually come at the beginning of the class, so do not be late. However, I may also choose to give a quiz later during the class period. No makeup quizzes will be given unless it is for a university excused absence. If you do have a university excused absence, talk to me in advance. At the end of the semester I will drop your lowest quiz score, which gives you some (but not much) leeway to forget, be sick, cut class, sleep in, take a road trip, or just be lazy. If you come to class on time, having done a good job reading, you should have no problems. Nothing less is expected of excellent BYU students. You will also take a map quiz (see page 2 of The Argentina Reader for a good map to study). You should know the provinces and where they are; the main cities; rivers and other major geographical features.

Discussion questions for class. Each day you are required to bring two discussion questions to class based on the readings for that day. These are designed to be discussion questions, not one word answer questions. You and I will these to aid us in class discussions. On any given day I may also ask you to turn them in as part of a quiz or an in-class assignment.

Exams. There will be one midterm exam and a final exam, both of which will most likely consist of short identification of terms and a matching section (or a multiple choice section) and a substantial essay. Approximately one week before the exams, I will hand out a review sheet with a list of terms and essay questions from which the exam will be crafted. The final exam will have some comprehensive elements. Short identifications will require you to explain various terms touching on the following: who/what is it, when it happened, where it happened, and, most importantly, why is the term significant in history? The matching section will come from your list of terms.

Essays will require you to use the materials we have covered to formulate a well developed answer to a historical question or problem. The best essays answer the whole question and make use of all of the available sources of information (readings, lectures, discussions, multi-media). This does not mean that there is only one possible answer to a particular question. What it does mean is that we have covered a certain amount of material that is relevant to a certain question, and that information needs to be dealt with and incorporated into your answers. How students choose to organize and use that information is up to their perspective and creativity. Perspective and creativity, however, do not mean that a student can ignore information we have covered in the course related to the question. The best essays back up their arguments with evidence (examples, illustrations, events etc) instead of just making general comments. Brown’s textbook and The Argentina Reader contain dozens of primary sources that provide good evidence and examples for a variety of questions. Information taken from the textbook can be used as general
knowledge, but when you use ideas and evidence from a primary source (as found in the text boxes in Brown as well as in *The Argentina Reader*), you need to cite your source in some way in your essay. This need not be a full cite with title and page number of the selection, but it should signal where you are getting your ideas from (“According to Sarmiento in his *Civilization and Barbarism* . . .,” for example, or “in her work on the effects of industrialization on women, Donna Guy found that . . .”, or “Hernández’ *Martín Fierro* shows us that . . .”). This will help you develop your skills in persuasive writing using evidence. It will also help you understand how the events/facts of history are interpreted.

Working in study groups in preparation for the exams can be helpful. However, in the end, you are responsible for your performance on the exams, not the other members of your study group who may or may not have given you a good enough term identification, or a complete enough essay.

**In-class presentation:** You will be in charge of leading a discussion for 20 minutes on one of the “presentation” topics listed in bold on the reading schedule. You will choose which one you want to do. Instruction forthcoming.

**Term Paper:** See instructions

**Meeting and Communicating with the Instructor and TA**

I encourage you to make use of my office hours and the TA’s. You may have trouble preparing for quizzes or with taking notes, or you may have some other concern. Whatever the case, please feel free to come in and chat with us. It is better to get a concern out in the open rather than let it fester the whole semester. If you cannot make it to my office hours, we can make another appointment. Email is another effective way to communicate. In this day of information technology, I will expect you to check your email at least once a day to check if I have left you any messages.

**Grade issues:** The average grade in this class over the years has been between 84 and 86%. You need to keep track of your work and your grades, and make sure that they correspond with the official record. Keep your work in case there is a discrepancy that needs to be rectified. If you have a grade issue, you need to take care of it quickly, within two weeks after an assignment is returned to you. Students should know that if they ask for a reconsideration of a grade, the grade may stay the same, go up, or go down after reevaluation. When finals roll around, I will not be discussing grades received on assignments from the middle of the semester.

**Course Content Issues**

The question of what is appropriate and inappropriate course content can at times be a contentious issue. At BYU there may be consensus at the extremes, but there is surely a large middle ground where opinions might differ. I think the heart of the matter lies in the purpose of education. Retired history professor Frank Fox, chosen by BYU Today magazine as one of the top 10 teachers of all time at BYU, uses the following example to illustrate the point about the university environment and the purpose of education. If you go to a graveyard, dig up a body, take it to your garage and begin cutting it up, you will probably get arrested and jailed for a number of offenses. However, in a university classroom students in anatomy classes observe, handle, and cut up dead bodies. What is the difference between the two scenarios? The difference is the educational environment of the university, and the educational *intent* of a particular activity. To that example we could add others. History is a broad subject that encompasses all human experience—polities, economics, religion, and culture (including literature and art). Art, literature, and other media are major ways peoples conserve and portray their history and culture, so the study of history includes the examination of these areas as well. The behavior and values of the people and civilizations we study do not always conform with our personal beliefs, but we still find great value in studying people other than ourselves. So if your studies happen to include Michelangelo’s statue of David, Hitler's *Mein Kampf*, or the manifesto of the political party you don’t like, remember the educational intent of the university. You are not cutting up dead bodies in your garage; rather, you are dissecting the world in a great university environment here at BYU.

**Honor Code Standards**

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. Students are also expected to adhere to the Dress and Grooming Standards. Please call the Honor Code
Office at 422-2847 if you have questions about those standards. The complete version of the Academic Honesty Policy available at honorcode.byu.edu.

**Preventing Sexual and Gender Discrimination or Harassment**
Sexual and/or gender discrimination are not acceptable at BYU. We should respect the right of men and women to pursue the career of their choice (including faculty). If a man wants to be a nurse, or a woman wants to be a physicist, that is their right. We should avoid saying things like “there aren’t a lot of men in your profession, are there Bob?” or “Jane, you shouldn’t study microbiology. Home economics is where you belong.” Also, Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

**Students with Disabilities**
If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

**Movie Nights: TBA.**
1. 8-30 Course introduction
2. 9-1 Argentina: An introduction
   Syllabus; Brown, Introduction; Reader 1-14
3. 9-6 Indigenous and Early European Argentina
   Brown 1; Reader “Deeds of Elal,” Schmidt, Pigafetta,
4. 9-8 Colonial Argentina
   Brown 2; Reader Díaz de Guzmán, Strobel
5. 9-13 Late-Colonialism
   Brown 3; Reader Maciel
   Spanish immigration presentation
6. 9-15 Imperial Crisis and Independence
   Brown 79-92; Reader Sánchez de Thompson, pp. 40-42
   Marriage presentation; English invasion presentation
   (Remember Argentine Caudillo coming up).
Saturday, Sept. 17th, 1:00 pm. Asado at Dr. Shumway’s
home (3391 N. 350 E. Provo, UT).
7. 9-20 Independence and Liberal Reform
   Brown, 92-102; Reader, Moreno, San Martín
8. 9-22 Caudillos and Federalism
   Brown 103-128; Reader Gorriti, Rosas, Sarmiento, de
   Angelis, Black Girl; Echeverría,
   Dorrego presentation; Venancourt Incident
   presentation
9. 9-27 Subduing Frontiers
   Brown 128-137; Reader, Darwin, Ebelot, Hernandez,
   Mansilla, Namancurá, Viñas; Jonathan Brown “The
   Bondage of Old Habits” (blackboard)
   Lavalle’s invasion presentation; Vuelta de Obligado
   presentation
10. 9-29 The Generation of 1880
    Brown 138-148; Reader Scobie; Guy intro, chapters 1
11. 10-4 Nation Building Revisited
    Quiz and Discussion on Argentine Caudillo
12. 10-6 Immigration and Nationalism
    Brown 148-166; Reader Ramos Mejía, Sola, Gerchunoff,
    Ingenieros, Lugones; Guy 2
13. 10-11 Crisis of the Old Order
    Brown 7; Reader Bayer, Girondo, Storni; Guy 3
14. 10-13 Midterm Exam in class. Bring small blank
    bluebook
15. 10-18 The Rise of Populism
    Brown 188-204; Reader Martínez Estrada, Arlt, Cambalache,
    Shumway, “Scalabrini Ortiz” (on Blackboard)
16. 10-20 The Welfare State
    Guy 4, 5
17. 10-25 Juan, Evita, and Peronism
    Brown, 204-217; Reader, Eloy Martínez, Borges, Ocampo,
    Gombrowicz, Ortiz, Cortázar
18. 10-27 Gender and Modernization
    Guy 6, conclusion. Other Readings TBA.
19. 11-1 De-Peronization
    Brown 218-232; Reader Walsh, Che Guevara
20. 11-3 The Unraveling of Argentina
    Brown 232-240; Reader Gramuglio & Rosa, Tosco, Yupanqui.
    Other readings TBA.
21. 11-8 The Dirty War of the Proceso
    Brown 240-247; Reader Piglia, Bonafini and Sánchez. Other
    Readings TBA
22. 11-10 The Malvinas and the End of Dictatorship
    Brown 247-252; Reader Gelman, Speranza and Cittadini. Other
    readings TBA.
23. 11-15 Re-democratization and Neo-Liberalism
    Brown 253-264; Reader Nuna Más, Alfonsín, Soriano. Other
    readings TBA.
24. 11-17 Re-democratization cont. Readings TBA
    Term paper due by 5:00 pm in my box
25. 11-29 Carlos Menem: Neoliberal Peronist
    Brown 264-272; Reader Palermo and Navaro; Gonzalez,
    Rabanal; Shumway, “Repatriation of Rosas” (Blackboard)
26. 12-1 Neoliberalism cont. Readings TBA
27. 12-6 Contemporary Argentina
    Brown 11; Other Readings TBA
28. 12-8 Contemporary Argentina.
    Brown 12. Other Readings TBA
Final Exam: Tuesday, 13 December, 11:00 am – 1:00 pm in class. Bring blank, small blue book.

*Note: This syllabus is subject to changes with prior warning.
Paper Instructions

Assignment  Research and write a 12-13 page (in 12 point courier new font) paper on some aspect of early nation-building in Argentina (roughly 1800-1880). This paper must be original for this class (not used in another course). Because this is not a very long paper, you need to focus your topic. You cannot do the history of Argentina’s exiles in the 19th century in 12-13 pages. You should focus your paper by topic and by time period—Argentine exiles under the Rosas regime, for example, is a more focused topic, but still kind of broad. You might want to focus on the exile group in Montevideo and their role in nation building ideas, which would be a nicely focused paper, or perhaps on . In other words, you need to go more into depth on a topic, not skim over the surface (tell us more than we would read in a textbook or encyclopedia). You should write an analytical paper with an analytical thesis statement that guides your paper. Place your thesis statement in bold in your final paper. You do not necessarily have to produce an argumentative paper, but you do need to make a point or prove an argument with supporting evidence. Do not just summarize a topic. If you have questions about your focus, come and talk to me. Research papers increase your knowledge of a specific topic in Argentine history, and equally importantly, they hone your thinking, research, and writing skills, which will help you in whatever life path you choose to follow. You will be graded on how well you meet the above parameters. Some broad topics you might consider for starters: politics, economics, society and culture, gender, exile, state violence, exclusion and inclusion, family policies, education, foreign relations, production of history, and many more.

Audience  Your audience will be the professor as well as you fellow students. Think of an audience that is not necessarily well versed in your specific subject, so you will need to illustrate your points clearly with evidence.

Sources  You need to use at least eight sources for your paper (cited sources). At least 2 of your sources must be primary sources. You must also include some brief discussion of historiography. Historiography is what different scholars have said about a certain subject and how they have said it (many times there are disagreements, or “new interpretations” that replace old ones, new evidence on older questions, Marxist vs neoliberal views, etc). You should show some understanding of how your paper (your interpretation) relates to what others have argued. You can do this with a paragraph or two (usually in the introduction) and some meaty footnotes. Do not use textbooks or the internet as sources. Rather, look for recent books, chapters, and scholarly journal articles that deal with your specific topic. Obtaining facsimile copies of academic journals from online databases such as JSTOR are not considered internet sources. Useful online databases include the Handbook for Latin American Studies and Hispanic American Periodicals Index (HAPI), among other, which you can access through the BYU system. If your topic involves United States government documents, you may find credible online sources from a government website. If this is the case, you must check with me and you must be assured that the website is credible (Iloverosas.com or ihatesarmiento.com may not be the most accurate places to get information).

Format/style  You should follow formal writing style and format. The style of your paper should be formal (no “I”s or “don’t”s). The paper should have the following characteristics: well organized with an introduction and analytical thesis statement, good grammar; clear arguments using evidence from your sources; clear and coherent transitions. Your topic should be focused enough to allow you to go beyond providing general information. Do not go into lengthy introductions of general information. Some students go overboard in their introductions. In an example from the 20th century, this might be the following: “In order to understand the Malvinas War, we must first understand the history of British explorations in the New World.” Then, after 5 pages of the Mayflower, whaling, railroad investments, they finally get to their topic, leaving them less than half of their space left. This is not good practice. A good rule of thumb is 10-15 percent of your paper should be introduction (1.5-2 pages or so for this assignment), 10 percent conclusion (one page or so), which leaves you about 70% or so (7.5-8 pages) for your main arguments. Some specific formatting requirements are: —12-13 pages double spaced typed—1 or 1.5 inch margins—12 point Courier New font—page numbers—Use footnotes. The first time you cite a book include the full reference. Use abbreviated references thereafter—Do not use parenthetical references. Consult Kate L. Turabian’s A Manual for Writers—Include a works cited page (not part of the 12-13 pages)—Do not place your paper in a plastic folder, just staple it.

Two cents  Like the building of Rome, good papers are not written in a day, nor do they usually emerge after one draft. This paper must be original for this class, as stated in the academic honesty section of the undergraduate handbook. Plagiarism, or representing another’s work as your own, or any type of academic dishonesty is unbecoming of BYU students and will bring failure for the assignment, failure in the course, and action by the honor code office. Save your work on a floppy and hard disk.

Due Date  See syllabus. In my box (not my office). See secretary in the history department of the JFSB.