



FLACSO  
ARGENTINA

Facultad  
Latinoamericana de  
Ciencias Sociales.  
Sede Argentina.

Área Estudios  
Latinoamericanos.

<b>Program offering course</b>	<b>Sociocultural Studies of Latin America</b>
<b>Course name</b>	<b>INTERCULTURALITY, ETHNICITY AND SOCIETY IN ARGENTINA</b>
<b>Course code</b>	<b>ANTH303/SEM</b>
<b>Areas of interest</b>	Sociology, Political Science, Communication, Philosophy, Anthropology, Literature, History, Gender Studies, Intercultural Studies, Social Communication, Social Service, Health, International Relations, Sustainability and Development.

<b>Programs offering course</b>	Sociocultural Studies of Latin America
<b>Language of instruction</b>	Spanish
<b>U.S. Semester Credits</b>	3
<b>Contact Hours</b>	45
<b>Term</b>	Fall 2020
<b>Course meeting times</b>	TBD
<b>Course meeting place</b>	FLACSO Argentina
<b>Professor</b>	Dr. Fernando Fischman
<b>Contact Information</b>	<a href="mailto:ffischman@flacso.org.ar">ffischman@flacso.org.ar</a>
<b>Office address</b>	Tucumán 1966 CABA
<b>Office hours</b>	TBD





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## **Course Description**

Dominant narratives about Argentina stress its European heritage. Phrases such as "Buenos Aires is the Paris of South America" or "Argentines descend from the ships" underscore the European component of this Latin American society and disregard its plurality.

This program introduces students to the sociocultural complexity of Argentina through an analysis of the historical and cultural processes that shaped it and made it an heterogeneous nation, albeit with an overriding ideology of whiteness. The theoretical concept of "interculturality" is introduced as a framework to understand the relationship among the country's diverse ethnic groups. The class presents some of the groups that make for the complex fabric of this society (various Indigenous peoples, Afrodescendants, Creole populations, early, recent and present migrants) as well as the ways in which the hegemonic narrative of a homogeneous nation was historically constructed through the "othering" of certain collectives. Thus, past and current ways of representing the nation as a predominantly "white" country of European origins are discussed together with the ways in which these representations have been and are contested by the sectors excluded from such identity construction.

## **Students Learning Outcomes**

By taking this program, students will be able to:

- Identify the multiple sociocultural components of Argentine society
- Analyze the forms of representation of the nation and the mechanisms through which the "othering" of certain groups of Argentine society has been accomplished in different historical moments
- Explain the complexity of those ideological forms and the meaning that they acquire today
  
- Get a thorough understanding of the concepts of ethnic diversity and interculturality
- Establish comparisons in the forms of representation of the nationality in Argentina and in the students' home societies

## **Course Structure**

## **Class Dynamics**

The course objectives will be accomplished through class lectures, presentations by specialized researchers, films, videos, interactive games, works of literature and site visits (museums, ethnic neighborhoods). Students' participation will be encouraged through different pedagogical strategies, such as class debates and group presentations.





## **Assessment and Final Grade**

Attendance and Class Participation	20%
Written Assignment	20%
Midterm Exam	20%
Group Presentation	15%
Final Paper	25%
TOTAL	100%

## **Course Requirements**

### **Attendance and Class participation**

Students are required to attend classes prepared to discuss the assigned readings. They are expected to formulate questions to the invited lecturers and contribute to the collective recapitulation at the end of each class.

### **Midterm Exam**

Take home. Student will answer four questions in essay form. The expected length of the exam is 1500 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**





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Students will be asked to write a work log in which they will write short reflections based on the site visits, on media products (newspaper clippings of a contemporary event, newspaper editorial notes) and triggering questions by the instructor. They will turn in the log at the end of the class.

### **Group Presentation**

In groups of 3-4, students will conduct a 10-12 slide PowerPoint or Prezi based on their fieldwork experience

### **Final paper**

Students will write a short paper based on their fieldwork experience and the bibliographic materials. The expected length of the paper is 3000 words. Students will be graded on the capacity to integrate and link the course's theoretical concepts with observations made in the previous assignments.

### **Weekly Schedule**

#### **ARGENTINA: THE EUROPE THAT WAS NOT**

##### **WEEK 1 INTRODUCTION TO CLASS**

The professor will introduce the main topics of the class and give a general overview of Argentine ethnic diversity together with a description of the forms of representation through which XIXth and XXth century elites established the notion of a white, predominantly European nation.

A general survey of different collectives that form the Argentine society will be presented as well as a review of different institutions and means (museums, literature, visual arts) that established a narrative of a white European Argentina in conjunction. The contemporary currency of those foundational myths will be talked about through the analysis of travel books, internet sites and other materials that students may have encountered before travelling or at their initial stages of the program as well as contestations that some minority groups developed in the past as well as in the present. Also, alternative views that promoted different conceptualizations of the Argentine nation will be introduced. The syllabus will be read aloud and the requirements and assignments will be discussed.







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## WEEK 2

### **The Historical Construction of a "White" Argentina**

The class will visit the Museo Histórico Nacional in order to get a historical overview of the processes of nation-building in Argentina from colonial times to the present.

## WEEK 3

### **Indigenous peoples from prehispanic times to the present. Domination and resistance.**

The first part of the class consists of a survey that covers the history of Indigenous peoples of Argentina from prehispanic times, through the Spanish colony, the years following Independence, the XIXth and XXth century to the present. Also, an explanation of the origin and pertinence of the category of "Indigenous" will be discussed. Through a PowerPoint presentation, films and videos, students will be exposed to the situations that Indigenous populations encountered through time.

The application of the concept of "genocide" to the massive killings of Indigenous populations in different locations and at various times will be debated. The occupation of the northwestern part of Argentina as well as the "Campaign to the Desert" in Patagonia in the late XIXth century as well as the killings in the Chaco region that took place well into the XXth century will be discussed as well. In the second part of the class contemporary issues faced by Indigenous communities, such as the struggle for their land, the fight with international corporations, environmental pollution and its consequences on the Indigenous population as well as forms of Indigenous activism will be presented and conferred.

Reading:

Delrio, Walter et.al. (2010)

## WEEK 4

### **Museum representations of Indigeneity in Argentina**

Fieldtrip #1: Visit to the Ethnographic Museum of the Universidad de Buenos Aires (Museo Etnográfico) and guided tour. This class has two objectives. The first one is to provide a historical overview of how non-Western peoples have been represented in the past and how anthropological discourse has provided foundations for racism. The second one, focused on Argentine Indigenous





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populations deals with the ways in which they have been represented since the foundation of the museum over a century ago and on the discourses that shaped the general public's view of the Orinary people sover time until today. Also relevant issues about the relationship between Indigenous communities and museums and academic institutions such as the policies of restitution will be discussed.

Reading:

Gordillo G. and S. Hirsch (2003)

## **"THERE ARE NO BLACKS IN ARGENTINA...OR ARE THERE?"**

### **WEEK 5**

#### **The long road from colonial slavery to contemporay reemergence of Afrodescendant populations**

The class will start with a brief comparison between processes of enslavement in different parts of the Americas. It will go on to contrast systems of racial categorization and their effect on social life. It will later focus on the processes of invisibilization of the African population that took place in Argentina and their reemergence in recent years in movements that combine political claims with cultural expressions associated to African heritage (tango, murga, candombe).

Readings:

Frigerio (2006)

Lamborghini, Geler, Guzman (2017)

Midterm Exam due

### **WEEK 6**

Llamada de candombe (Canbombe street performance)

Reading:

Lamborghini (2017)

### **WEEK 7**

#### **The "others" within. The Argentine processes of creolization and the exclusion of the non-whites**





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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 renowned Martín Fierro and Juan Moreira will be read in class and segments of films that shaped a popular image of the “gaucho” will be shown. How the “nativist” or “Criollista” movement proposed an alternative view of the Argentine sociocultural composition will be discussed.

Readings:

Adamovsky (2018)

Cara (2003)

## WEEK 8

A visit to the Museo José Hernández will be arranged so that students encounter contemporary representations of “gaucho” culture. Alternatively, if the Feria de Mataderos (Mataderos Fair) is open, it will be visited.

## MIGRANTS FROM THEN AND NOW

### WEEK 9

#### **Mass migrations era, recent and current migrations. Similarities, differences and interactions**

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 XIXth century to the present. The legal framework for migrations from the late 1800's to the present-day will be debated. 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 the substantial arrival of Italians and Spanish immigrants as well as the settlement of European immigrants in rural communities. Conflicts deriving from the massive arrival of people will be explained as well as the early struggles of migrants in the context of a nation that has always presented contradictory discourses with respect to migrations.

Reading:

Bastia, T. and Matthias vom Hau (2014)

If open, visit to the Museo de la Inmigración

### WEEK 10





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## **Jewish immigrants, the Jewish collective and the process of becoming Jewish-Argentine**

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.

The class will deal with the ideological struggles that stemmed from the early alienation of Jews from Argentine identity to contemporary full citizenship and participation in all venues of public life. Discussion of early literary texts as *Los gauchos judíos* and contemporary short stories and media products that deal with the topic will be held.

Fischman, F. (2011) Using Yiddish: Language Ideologies, Verbal Art, and Identity among Argentine Jews *Journal of Folklore Research* 48.1, 37-61

### **WEEK 11**

Museo judío de Buenos Aires

Reading:

Fischman & Pelacoff (2015)

### **WEEK 12**

#### **Rural migrations to the urban centers : the creolization of the cities**

A process of mestizaje 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". Some of the short stories read Will be Julio Cortazar's *Las puertas del cielo* and *Casa Tomada*. Also, other views of this category from a sympathetic perspective will be read in contrast such as Germán Rozenmacher's *Cabecita negra*







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Readings:

Guber (2004)

Ratier (1975)

## **INTERCULTURALITY, THE ARGENTINE WAY**

### **WEEK 13**

#### **Recent and contemporary migrations**

This class will deal with migration from neighboring countries (Bolivia, Paraguay, Uruguay, Chile) as well as from regional ones (Perú, Colombia) The current arrival of migrants from Venezuela and Syria in the context of international "crises". Through the use of statistical and census data the class 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.

Readings:

Nicolao, Julieta (2019)

Recalde, Aranzazu (2014)

### **WEEK 14**

#### **Contemporary performances of ethnicity: Celebration and contestation**

Students will record a public performance representing ethnicity. They will work in groups and attend a festival, a fair, a rally or any other venue in which ethnicity is displayed (to be determined by the instructor). They will take notes, take video footage, audio recordings and photographs in order to prepare a PowerPoint presentation on the next class.

Work log due

### **WEEK 15**

#### **Colloquy**





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Students will present their PowerPoints based on their record of the field experience and the logs written throughout their stay. On the occasion the theoretical concepts seen in the course will be reviewed and the professor and the students will establish links between theory, case studies and the students' observations.

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## Course Materials

### Readings

- Adamovsky, E. (2018) "El criollismo popular en Argentina, ¿hasta cuándo? Personajes, autores y editores de un fenómeno de literatura masiva". *Cuadernos de Literatura* 22.43 (2018): 172-207. <https://doi.org/10.11144/Javeriana.cl22-43.crpo>
- Bastia, T. (2007) "From Mining to Garment Workshops: Bolivian Migrants in Buenos Aires" *Journal of Ethnic and Migration Studies* 33(4) 655-669.
- Bastia, T. and M. vom Hau (2014) "Migration, race and nationhood in Argentina" *Journal of Ethnic and Migration Studies* 40(3): 475-492
- Cara, A. C. (2003) *The Poetics of Creole Talk: Toward an Aesthetic of Argentine. Verbal Art Journal of American Folklore* 116 (459), 36–56.
- Delrio, W.; Lenton, D.; Musante, M.; and Nagy, M. (2010) "Discussing Indigenous Genocide in Argentina: Past, Present, and Consequences of Argentinean State Policies toward Native Peoples," *Genocide Studies and Prevention: An International Journal*: Vol. 5: Iss. 2: Article 3.
- Fischman, F. (2011) Using Yiddish: Language Ideologies, Verbal Art, and Identity among Argentine Jews *Journal of Folklore Research* 48.1, 37-61
- Fischman, F. & J. Pelacoff (2015) *Reading Memoria Activa's Discourse: Demands for Justice and Identity Symbols In: Landscapes of Memory and Impunity: The Aftermath of the AMIA Bombing in Jewish Argentina* Eds. Annette H. Levine and Natasha Zaretsky Leiden (Netherlands); Boston: Brill
- Frigerio, A. (2000) Blacks in Argentina: Contested Representations of Culture and Ethnicity Paper presented at the 2000 Meeting of the Latin American Studies Association Miami, March 16-18, 2000.
- Gordillo G. and S. Hirsch (2003) "Indigenous Struggles and Contested Identities in Argentina. Histories of Invisibilization and Reemergence" *The Journal of Latin American Anthropology* 8 (3) :4-30
- Guber, R. (2004) *Identidad social villera. In Constructores de Otridad.* Mauricio Boivin, Ana Rosato y Victoria Arribas. Eudeba: Buenos Aires.
- Howell, S. 2018. *Ethnography.* In *The Cambridge Encyclopedia of Anthropology* (eds) F. Stein, S. Lazar, M. Candea, H. Diemberger, J. Robbins, A. Sanchez & R. Stasch. <http://doi.org/10.29164/18ethno>
- Lamborghini, E. (2017). "Los Tambores No Callan: Candombe y Nuevos ethos militantes en el espacio público de Buenos Aires". *Revista Runa. Archivo para las ciencias del hombre*, 38, 1, 111-129.
- Lamborghini, E.; Geler, L. y Guzmán, F. (2017). "Los estudios afrodescendientes en Argentina: nuevas perspectivas y desafíos en un país «sin razas»" *Tabula Rasa*, N°27, pp. 68-101.





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- Nicolao, J. (2019) "Regional migrants access to social rights at the local sphere: critical issues" *Noble International Journal of Social Sciences Research* Vol. 04, No. 05, pp: 73-85, 2019
- Park, K. (2014) The "foxes" outfoxed: contestations between Koreans and Jews in South American textile industries *Dialectical Anthropology* 38 (1), 17-39.
- Ratier, Hugo (1975) *El cabecita negra*. CEAL: Buenos Aires. Pp.61-77
- Recalde, A (2014) Renegotiating Family and Work Arrangements while Caring Abroad: Paraguayan and Peruvian Women in Argentina In the dark: Family rights and migrant domestic work, edited by M. Kontos and G. Bonifacio. Palgrave Macmillan, pp. 189-210.
- Von Hau, M. & G. Wilde (2009) 'We Have Always Lived Here': Indigenous Movements, Citizenship and Poverty in Argentina BWPI 99, Manchester: Brooks World Poverty Institute.

### Lecturer's Bio

**Fernando Fischman** is a Ph.D in Anthropology (University of Buenos Aires), Master of Arts (Indiana University) Bachelor of Anthropological Sciences (University of Buenos Aires). He is a researcher at CONICET (National Council of Scientific and Technical Research). He teaches at the Universidad de Buenos Aires and at FLACSO- Argentina. He is also the Academic Coordinator of the Diploma Superior en Migraciones, Movilidades e Interculturalidad en América Latina (Higher Diploma in Migration, Mobility and Interculturality in Latin America at FLACSO-Argentina). He published the books *Donos da Palavra: autoria, performance e experiencia em narrativas orais na América do Sul* (Editora UFSM: Brasil) (with L. Hartmann) (2007), *Dime cómo cuentas... Narradores folklóricos y narradores urbanos profesionales*, Editorial Miño y Dávila (with M.I. Palleiro) (2009), *Formación Pedagógica en Derecho. Procesos comunicativos y recursos didácticos*, Editorial Miño y Dávila (with J. Seda) (2011) y *Palabras forjadas, identidades urdidas. Estudios de arte verbal*, Editorial Tercero en Discordia (2013).

