COURSE INFORMATION
Class Times: TUE. and THU. 2 to 5 PM
Class Location: School of Social Sciences (Santiago del Estero 1029, Buenos Aires)
Language of Instruction: English
Course Duration (weeks): 6 weeks

COURSE DESCRIPTION
This course offers an introduction to both the theoretical and practical issues related to the phenomenon of migration in the formation of the Argentine Republic. We will analyze its different dimensions; macro and micro, symbolic and physical, individual and collective, in connection with different historical contexts in which immigrant communities arrived in Argentina and how these communities were integrated or marginalized into a larger “national community”. We will describe different migratory legislation to analyze how they reflect diverse projects for the country, including the social structure of the nation, the economic development and how citizenship is constructed in the historical contexts of these laws. We will focus on how these migratory phenomena affect the positioning and relationship of Argentina with other countries in the region and in a global scale. The course complements the Sociological approach to migration phenomena with others such as political analysis, anthropology, history, visual and language studies, with the intention of broadening the scope of the students’ reflections and class discussions.

COURSE LEARNING OUTCOMES
➢ Students will be asked to reflect upon the human migratory phenomenon in the Argentinean context as an object of critical inquiry with practical, political and ethical dimensions.
➢ Students will gain an understanding of the migratory processes that contributed to the increase and transformation of the Argentinean population in the late 19th and 20th centuries.
➢ Students will develop a critical awareness of the dynamics that have operated (and continue to operate) in the (mis)representations of immigrant collectives, while gaining an understanding of the cultural attributes or social qualities that are ascribed to certain groups that tend to exoticize, reify, marginalize and/or exclude them from the “imagined community” of the nation.
➢ Students will evaluate the impact of the different actions promoted through the State and/ or other organizations to foster cultural dialogues and social inclusion of immigrant communities, such as guaranteeing the access to basic social services (education, health care and housing), as well as
through the recognition of the diversity of national heritages and cultural manifestations as constitutive of the ‘national identity’

➢ Students will review the terminology used to describe different immigrant communities in historical sources, local literature and mainstream media.

COURSE MATERIALS

• Adamovsky, E. (2016). “Race and class through the visual culture of Peronism”. In P. Alberto & E. Elena (Eds.), Rethinking Race in Modern Argentina (pp. 155-183). Cambridge: Cambridge University Press.
Additional readings (in Spanish)

ASSESSMENT AND GRADING CRITERIA
The course will be graded on a 10-point scale, and the final grade will be determined according to the following:

Class Participation and Attendance (30%)
Attendance and active participation are required. Students are expected to do the readings assigned for each class meeting beforehand, and to actively participate in class discussions.
Weekly written Assignments. On site observations (30%)
A two-page summary based on students’ impressions / notes during the field trips in relation with the week’s readings.
Individual Research Paper (40%)
A basic structure for a research paper is outlined below. Please review and adapt as necessary.
Essays will be 10-12 pages long and will include an introduction, main body, and conclusion. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all four sides. The essay will be submitted in class on Week 6. Late submissions will not be graded for credit.

ATTENDANCE POLICY
According UCEAP policy

COURSE SCHEDULE
Week 1
Session 1: Course presentation. Outline of the main social and political processes in Argentinean history from the second half of the 19th century to the present. Demographic characterization of the Argentinean population. Main migratory flows and how they impacted on industry, agriculture and commerce. Rural and urban population in 20th century Argentina.

Assigned Reading

Additional Reading (optional):

Session 2: Citizenship and contested identities in Latin America. The constitution of the modern nation-state and its narratives. Indigenous populations in Argentina: invisibilization of its presence and implications of “the desert” metaphor. Arguing the “civilization or barbarism” antagonism.

Assigned Readings:

Additional Readings:

Week 2
Session 3: Social engineering and the construction of a “white” nation. The promotion of European migration to Argentina in the 1853 Constitution and the “Avellaneda Law”. The 1869 “Citizenship Law”.

Assigned Readings:

Session 4: Italian and Spanish migrants arrive and settle in Argentina. The bureaucratic infrastructure that accompanied and followed the implementation of the law. The role of the “Hotel de los inmigrantes” during the first days. Visual testimonies of work and daily life.

Assigned Readings:
- Cook Martin (2005). “Proactive Recruitment and Retentionist Patterns of Migration and Nationality Policy in Argentina, Italy, and Spain (1850-1919)”. Work in Progress Presented to the Comparative Social Analysis Seminar

Additional Reading:

Week 3
Session 5: Internal migration. The urban centers receive workers from the provinces and rural areas. The industrialization by import substitution and the changes in the structure of employment. Migration policy during Historical Peronism (1946-55). Racialization of class relationships in urban centers. The idea of “cabecitas negras” (lit. “black-heads”, meaning “dark skinned”).
Assigned Readings:

Additional Reading (optional):

Session 6: The impact of the Peronist movement in Argentinean culture and society (1940-50). Race, class and the national narrative through visual art manifestations. Disputes over the ethnic profile of the nation. The Peronist discourse and the revaluation of the non-whiteness.

Assigned Readings:
- Adamovsky, E. (2016). “Race and class through the visual culture of Peronism”. In P. Alberto & E. Elena (Eds.), Rethinking Race in Modern Argentina (pp. 155-183). Cambridge: Cambridge University Press.

Additional Readings:

Week 4
Session 7: Perspectives on migration during the military dictatorship (1976-83). The “Videla law” and the regulation of a restrictive migratory policy: from laws to decrees, from a welcoming approach to more police power.

Assigned Readings:

Additional Reading (optional):

Session 8: The return of democracy. Regional migrations acquire greater visibility in the city of Buenos Aires, as they move from border areas to urban centers. The arise of xenophobic discourses linked to a search for a “scapegoat” of the economic and social crisis.

Assigned Readings:

Additional Reading (optional):
**Week 5**

**Session 9:** Analysis of some peculiarities of neighboring migrant groups related to gender, generations, institutions and labor relations in the context of late 90s crisis Argentina.

*Assigned Readings:* (divided by groups)

**Session 10:** After the 2001 crisis. Economic recovery during the Kirchner administration. The new migratory law (Ley 25.871) is sanctioned in 2003. The right to migrate as a human right and the “Patria Grande” Program. The gap between the written law and its application.

*Assigned Readings:*
  Available at: [https://scholarship.law.cornell.edu/cilj/vol43/iss3/2](https://scholarship.law.cornell.edu/cilj/vol43/iss3/2)

**Week 6**

**Session 11:** New migratory flows in the last decade. Macri’s administration and the stigmatization of the migrant person. From laws discussed in the parliament to presidential decrees. From the rights perspective to criminalization.

*Assigned Readings:*

*Additional Reading (optional):*

**Session 12: Final Exam**

**Possible fieldtrips**
- Museo de la Migración: [http://untref.edu.ar/muntref/museo-de-la-inmigracion/](http://untref.edu.ar/muntref/museo-de-la-inmigracion/)
- Archivo Gráfico de la Nación
- Museo Evita
- Buenos Aires Celebra (Bolivia, Paraguay, etc.)
- Festival de Cine Migrante (generally occurs in September-October)
- Fiesta de Copacabana. A Bolivian community celebration performed every October

**Media**
- Copacabana (2006). Matín Rejtman. Trailer: [https://www.youtube.com/watch?v=0Av7YGkIBt0](https://www.youtube.com/watch?v=0Av7YGkIBt0)
- TV show about indigenous populations in Argentina: [http://encuentro.gob.ar/programas/serie/8008](http://encuentro.gob.ar/programas/serie/8008)