Course Information
MW 4:00-5:30 PM (C1)
Instruction in: English

Contact Information
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Course Description
The Romantic spirit of national organization not only impacted the literary works of Argentina’s founder father Domingo Sarmiento but also, and more importantly, it gave rise to a tradition of writers as intellectuals who were to play a central role in Latin American societies and politics. Taking an interdisciplinary approach to Argentine history and literature, this course will focus on “hybrid” writings such as *Facundo* by Sarmiento, which is an excellent example of how Argentine literature has been repeatedly contaminated by political debates. Literature provides a backdrop for the epic struggle between civilization and barbarism, but also an arena to discuss modernization and immigration, dictatorships and human rights, democracy and globalization. Working across disciplines, the course proposes a close reading of such texts as Sarmiento’s *Facundo*, Arlt’s *The Seven Madmen*, Martínez’ *Santa Evita*, Walsh’s *Operación Masacre* and Osorio’s *My Name is Light*. By the end of the course, students will be familiar with the historical and cultural complexities behind these texts.

Course Requirements
Following the UB policies, students need a minimum of 75% of attendance to be in good standing for the final exam. Sliding the ID card is the only way to track record of attendance. No excuse will be granted to students for traveling. Students are expected to do close readings, participate in class, and do one oral presentations in groups. During the semester, students will write a short position paper. The requirements also include a midterm and a final exam. In addition to this, each student will be expected to make a significant contribution to the classroom dialogue.
Grading Policy

<table>
<thead>
<tr>
<th>In-class Participation</th>
<th>10 %</th>
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<tbody>
<tr>
<td>Oral Presentation</td>
<td>10 %</td>
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<tr>
<td>In-class writing</td>
<td>20 %</td>
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<tr>
<td>Midterm Exam Paper (5 page)</td>
<td>20 %</td>
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<tr>
<td>Final Exam paper (10 page)</td>
<td>40 %</td>
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For a better understanding of the comparable table for grading: check the conversion table online [http://www.ub.edu.ar/studies/conversion_table.htm](http://www.ub.edu.ar/studies/conversion_table.htm)

Required Textbooks

*Facundo* by Domingo F. Sarmiento (Centro de Copiado)

*My Name is Light* by Elsa Osorio (UB Bookstore)

*Horizontalism: Voices of Popular Power in Argentina* (AK Press, 2006), by Marina Sifrin (Centro de Copiado)

*Santa Evita* by Tomás Eloy Martínez (Centro de Copiado)

*The Seven Madmen* by Roberto Arlt (Centro de Copiado)

Course Reader. Marcela Solá, ed.

“The Slaughter House” by Esteban Echeverría;

“Immigration as a Means of Progress” by Juan Bautista Alberdi;

“Guayaquil”; “Story of the Warrior and the Captive,” and “Monsterfest” by Jorge Luis Borges;

“That Woman” and Operation Massacre” by Rodolfo Walsh;

“House taken over” by Julio Cortazar;

“Cabecita Negra” by Germán Rozenmacher;

“The Censors” by Luisa Valenzuela.

Academic Calendar

**M March 11 / Unit 1**

Introduction to course. History and Fiction. The 1810 Revolution and its aftermaths.

Bibliography: Felix Luna, “A Short History of the Argentinians” (Chapters 3-7).

**W March 13 / Unit 1**

Domingo F. Sarmiento’s *Facundo*: Barbarism and Civilization.

Required reading *Facundo* (Chapters 1-5-13)

**M March 18 / Unit 1**

Jorge Luis Borges

Required reading: “*Story of the Warrior and the Captive,*” and “*Guayaquil*”

**W March 20 / Unit 1**

Esteban Echeverría’s “The Slaughter House”

Required reading: “The Slaughter House”
M March 25 / Unit 1
Juan Baustista Alberdi
Required Reading: Immigration as a Means for Progress
Student Presentation: Chief Manuel Namuncurá “Letter to the President”

W March 27 / Unit 2
Roberto Arlt’s The Seven Madmen: Historical context. The impact of Immigration. A Refoundation of Argentina
Required reading: Romero’s A History of Argentina in the Twentieth Century (1-58).
Student Presentation

M April 1 National Holiday

W April 3 / Unit 2
The Seven Madmen (Chapters 1-2)
Literary Context. Boedo and Florida
Student Presentation: David Viñas “The Foundation of the National State”

M April 8 / Unit 2
The Seven Madmen. Topics. (1)
Required reading: The Seven Madmen (Chapter 3)
Student Presentation: Roberto Arlt “Soccer and Popular Joy”

W April 10 / Unit 2
The Seven Madmen. Topics (2)
In-class writing on The Seven Madmen

M April 15 / Unit 2
The Seven Madmen and its Correspondence with the Political Movements in the 1940s
Student Presentation: Daniel James “Workers and the Political Appeal of Peronism”

W April 17 / Unit 3
Rodolfo Walsh’s “That Woman”
Tomás Eloy Martínez Santa Evita. Historical context.
Student Presentation: Daniel James “The Heretical Social Impact of Peronism”

M April 22 / Unit 3
Required reading: Santa Evita (Chapters 1-9)
Evita: vida pasión y muerte (screening in class w/ English Subtitles)

W April 24 / Unit 3
Required reading: Santa Evita (Chapters 9-16)
Assignment: Visit the Museo Evita
Student Presentation
M April 29 / Unit 3
Position Paper (In-class written outline).
Compare Evita’s representation as watched in the video, read in the novel and presented in the museum, analyzes of differences and similarities.

May 1 National Holiday

W May 6 / Unit 3
Victoria Ocampo. Activist and patron of Argentina’s literary golden age as Evita’s political and cultural counter myth. “Sur”. South America’s leading literary magazine.
Student Presentation: Mónica Ottino, Excerpts from “Eva y Victoria”

M May 8 / Unit 4
Tres fábulas de Villa Ocampo (screening in class w/ English Subtitles)
Student Presentation: James Scobie “The Paris of South America”

W May 13 / Unit 4
Jorge Luis Borges: “Monsterfest”,
Germán Rozenmacher: “Cabecita Negra”
Students will compare and discuss both texts in class

M May 15 / Unit 4
Julio Cortazar: “House taken over”
Student Presentation

W May 20 / Unit 4
Rodolfo Walsh: “Operation Massacre”
Testimonial Literature
Student Presentation: Beatriz Sarlo “Post Modern Forgetfulness”

W May 22 / Unit 4
Rodolfo Walsh: Short film by Raymundo “Open Letter to the Military Junta”
Open Discussion on the subject.

M May 27 / Unit 4
El proceso I (screening in class w/ English Subtitles).

W May 29 / Unit 4
Literature in the 70s – Elsa Osorio
Elsa Osorio’s “My name is light”
Student Presentation

M June 3 / Unit 4
Laura Alcoba: “The Rabbit House”
W June 5 / Unit 4
Luisa Valenzuela: “Papitos’s Story” “The Censors”
Assignment: Visit to the Museo de la Memoria
Student Presentation

M June 10 / Unit 4
Position Paper (In-class written outline).
Essay on Museo de la Memoria

W June 12 / Unit 4
December 2001 (screening in class w/English Subtitles)

M June 17 / Unit 4
Horizontalism
Final conclusions
Discussion about the texts we read (essays as well as fiction), interpretation or hypothesis concerning the history of Argentina as seen in literary texts

W June 19 / Unit 4
Final Grade Sheet and signature of “Hoja de situación” (attendance is mandatory)
Final exam

Bibliography
Civantos, Christina. “Language, Literary legitimacy, and Masculinity in the Writings of Roberto Arlt” (JSTOR)
Davies, Lloyd Hughes. ”Portraits of a Lady: Postmodern Readings of Tomás Eloy Martínez’s “Santa Evita”. (JSTOR)
Flower, Dean. *The Mystery to a Solution: Poe, Borges, and the Analytic Detective Story* by John T. Irving
Lavery, Jane E. “Postmodern Interpretations of the Iconic Self: Tinísima by Elena Poniatowska and Santa Evita by Tomás Eloy Martínez”. University of Southampton, UK
Salinas, Alejandro. “Culture, politics and literature in Jorge Luis Borges.” Paper prepared for delivery at the 2008 Annual Meeting of the American Political Science Association, August 28th - August 31st, Boston. Copyright by the American Political Science Association
Viñas, David. “Sarmiento: Madness or Acumulation.” Sarmiento: Author of a Nation. 113-119.