

**RACE AND ANTISEMITISM IN MEXICO AND ARGENTINA**  
**HIST 4359.002**

Tuesday, Thursday  
2:30pm-3:45pm  
CB3 1.306

**CONTACT INFORMATION**

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**COURSE INTRODUCTION AND DESCRIPTION**

The history of Latin America is also the history of European expansion and interpretation of the colonies. The flows of ideas from the “Old World” found not only assimilation and appropriation in the “New World,” but new ways of reproducing social stratification, religious dominance, and political power.

During the colonial centuries, and in the years of modern nation-state consolidation, the views of elite groups, institutions, and popular culture affected the manner in which the peoples, those who did not have the qualifications to be part of a unified national body politic, would be treated and categorized. Jewish people have been one of the groups that historically have incarnated the internal enemy in Latin America. From the colonial perspectives of “purity of blood” to modern nineteenth-century biological arguments, anti-Judaism and antisemitism have defined the relations between Latin Americans and Jews until today. This course will analyze the ways in which religious perceptions about the Jews evolved into complex historical elements present in the Latin American collective imagery, powerful enough to have molded immigration policies, racialized political persecution, and sensibilities towards the State of Israel.

**COURSE OBJECTIVES**

This course will provide the tools to read the origin and perseverance of religious ideas and modern racialized socio-political policies that shaped the way in which contemporary Latin America thinks about Indigenous and Jewish people in negative ways.

- As initial referent students will identify and learn about the ways in which race and racism affect their local communities in the U.S.
- Students will be able to identify a periodization in Latin American history.
- They will also be able to understand how Christian beliefs shaped Latin American thought in terms of the belief of a hidden Jewish identity.
- The students will recognize the basic elements of antisemitism.
- Students will be able to identify adverse national policies that affected immigration policies towards Mexico and Argentina during WWII.
- This course will expose the ways in which racial policies affected Jewish communities throughout Mexico and Argentina, and how antisemitism played an important role identifying political opponents tagging them with “Jewish moral characteristics.”

-Students will be able to recognize how colonial ideas and modern identities created during the nineteenth century still play an important role in the way in which politicians and Latin American citizens perceive Jews and the State of Israel.

### **REQUIRED TEXTBOOKS AND MATERIALS**

Articles and chapters to be available on reserve.

1. Daniela Gleizer, *Unwelcome Exiles: Mexico and the Jewish Refugees from Nazism 1933-1945*, (Brill Academic Pub, 2013).
2. Katzew, Ilona and Susan Deans-Smith, Ed. *Race and Clasification. The Case of Mexican America*, (Stanford University, 2009).
3. Small, Charles. Introduction to Global Antisemitism: A Crisis of Modernity. Vol. I (Institute for the Study of Global Antisemitism, 2013).
4. Haim Avni, *Argentina and the Jews. A History of Jewish Immigration* (The University of Alabama Press, 1991).
5. Joshua Lund, *The Mestizo State. Reading Race in Modern Mexico* (University of Minnesota Press, 2012). ISBN 0816656371
6. John C. Chasteen, Chapter 4-5 “Post-Colonial Blues” and “Progress,” in *Born in Blood & Fire. A Concise History of Latin America* (W. W. Norton Company, 2002) Second Edition (but other version will work) ISBN 0393976130
7. Erin Graff Zivin, *Figurative Inquisitions. Conversion, Torture, and Truth in the Luso-Hispanic Atlantic*. (Northwestern University Press, 2014).
8. Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999).

### **RECOMMENDED READING:**

The subject matter of all films and their historical context are crucial to the understanding of the films, hence a coherent narrative of Mexican history is necessary in terms of an appropriate historiographical framework. Students should consult:

Michael Meyer, et al. *The Course of Mexican History* 9<sup>th</sup> edition (Oxford University Press, 2011). Older editions will work too.

Jeffrey M Pilcher, *The Human Tradition in Mexico* (Scholarly Resources, 2003).

### **STUDENT LEARNING OBJECTIVES AND OUTCOMES**

Students will be able to recognize different narratives of Mexican and Argentinian history, which will vary from the state of historiography during the time of production to the content expressed in each analyzed film/material. The periods contemplated for discussion start with the Colony (roughly 1500's) through present. Students will demonstrate their ability to analyze historical films, articles and books while correlating different layers of examination with historical essays narrating the way in which Latin American knowledge elites/institutions dealt with Jewish people. This weekly exercise will have as a result the in-class discussions and written assignments, both in descriptive manner, which will incorporate proof of knowledge of the information packed in the academic productions—cultural, sociopolitical and economic—as

well as the deeper analytical comprehension of a given historical context. Such objectives and outcomes can be summarized as follows:

<b>LEARNING OBJECTIVE</b>	<b>MEASURABLE OUTCOME</b>
Identification of structural historical questions	Students will watch films, and will read the associated texts that will help them identify the core questions supporting the course's topics. Discussions and written essays will reveal the understanding of such questions.
Visualization of historical periods	The interpretation and discussion of the required sources will allow students to demonstrate how historical change occurs, and the ways in which events produce historical causation.
Formal introduction to the history of ideas	An analytical approach to the films/texts will allow students to discover elements beyond the aesthetic realm. Students will distinguish how philosophical, scientific, political, and religious ideas contribute to shape the past.
Differentiating historiography	Students will compare multiple sources, which requires working with a variety of historical interpretations that will lead to contrasting views.
Appreciation of diversity	The identification of multiple layers of meaning, within the borders of the course's sources, will make the students engage with non-hegemonic histories such as: "race," gender, class, ethnicity, and religion.
Geographical identification	Students will be able to analyze how nations and societies are historically affected by their geographical location, natural richness, and the socio-political relations with neighbors and other regions of the world.
Knowledge of historical context	The correct use of primary and secondary sources will allow the students to elaborate about the phenomena, environment, and general characteristics surrounding a given historical event.
Thesis proposal	The critical thinking skills involved in the dissection of films and texts included in the course will be demonstrated while constructing effective arguments that support a thesis.
Documentation	The appropriate understanding and effective use of the writing style manuals sanctioned by this course will develop a habit of correct documentation of sources.
Presentation skills	Students will engage in class dialogues, and will learn to present their ideas and research in a loud and clear fashion. This objective will culminate with a professional/seminar style presentation of a term creative project.

**COURSE AND INSTRUCTOR POLICIES**

No late assignments will be accepted and there is no make-up policy for in-class work. I will NOT accept final versions of any assignment as e-mail attachments.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some viewers/audiences may take offence at topics of a sensitive nature. There will NOT be substitutions of readings, films, documents, presentations, and/or other requirements to suit personal preferences. There are NO exceptions to this rule.

**ASSIGNMENTS**

For many class there will be films that you need to watch on your own. Most of these films are available through platforms such as Kanopy, Netflix and YouTube, however most of the films will be held on reserve at the library. The viewing of such films is your responsibility, and those films will be clearly noted on the course schedule. All films noted for each class day must be included in your film report for the following class meeting.

**Class participation:** This a discussion-heavy course and all students are expected to participate in class discussions. Typically we will have discussions for the first part of the class—one hour. The discussion will focus on the film(s) viewed in the previous class meeting, any film(s) assigned to be viewed outside of class, and the relevant readings. Please be prepared to participate in class in a *meaningful* way. The weekly reports maybe used as reference for your participations. Participation throughout the course will be graded as follows:

94-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts, asks questions, and adds unique contributions to class discussions.
90-93 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
84-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-83 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

**Assignments:**

- (1) Short 5-minute Oral Presentation
- (1) Midterm Paper: a 3 to 4 page outline/proposal for the Final Paper
- (1) Final Paper: an 8 to 10 page analytical paper
- (1) Final Creative Project: no longer than 15 minutes

(15) Weekly Reflection Journal: You will need to find news articles or notes on racism from anywhere around the world (try to focus in Mexico and Argentina if possible). Print it and bring it to class for discussion.

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## Academic Calendar

### WEEK 1: Introduction

**August 20:** Introduction to course

**August 22:** Michael Philips, *White Metropolis: Race, Ethnicity, and Religion in Dallas, 1841-2001* (University of Texas Press, 2006)

### WEEK 2: The American Construction of the Other

**August 27:** Beth Lew-Williams, *The Chinese Must Go. Violence, and the making of the alien America* (Harvard University Press, 2018) **Introduction and Part 1** ISBN 9780674976016 (Reserve)

**August 29:** Karen E. Fields and Barbara J. Fields, *Racecraft. The Soul of Inequality in American Life* (Verso 2014) ISBN-13 978-1-78168-313-2 **Introduction and Chapter 1** (Reserve)

Watch: *Race: The Power of an Illusion. Episode 1* (Kanopy)

### WEEK 3: The Local Construction of the Other

**September 3:** Karen E. Fields and Barbara J. Fields, *Racecraft. The Soul of Inequality in American Life* (Verso 2014) ISBN-13 978-1-78168-313-2 **Chapter 2** (Reserve)

Watch: *The Power of an Illusion. Episode 2-3* (Kanopy)

**September 5:** Karen E. Fields and Barbara J. Fields, *Racecraft. The Soul of Inequality in American Life* (Verso 2014) ISBN-13 978-1-78168-313-2 **Chapter 4.**

### WEEK 4: The Conquest

**September 10:** Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999). **Chapter 1 Discovery** (Reserve)

**September 12:** Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999). **Chapter 2 Conquest** (Reserve)

### WEEK 5: The Conquest

**September 17:** Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999). **Chapter 3 Love** (Reserve))

**September 19:** Tzvetan Todorov, *The Conquest of America. The Question of the Other* (University of Oklahoma Press, 1999). **Chapter 4 Knowledge** (Reserve)

**WEEK 6: Inquisition**

**September 24:** Erin Graff Zivin, *Figurative Inquisitions. Conversion, Torture, and Truth in the Luso-Hispanic Atlantic*. (Northwestern University Press, 2014). **Introduction and Chapter 1**

**September 26:** Erin Graff Zivin, *Figurative Inquisitions. Conversion, Torture, and Truth in the Luso-Hispanic Atlantic*. (Northwestern University Press, 2014). **Chapter 3**

**WEEK 7:**

**October 1:** Katzew, Ilona and Susan Deans-Smith, Ed. *Race and Clasification. The Case of Mexican America*, (Stanford University, 2009). **Introduction**  
Watch Espiritu. El Baile de San Juan (Athie)

**October 3:** Katzew, Ilona and Susan Deans-Smith, Ed. *Race and Clasification. The Case of Mexican America*, (Stanford University, 2009). **Chapter 1**

**WEEK 8: Mestizaje**

**October 8:** Joshua Lund, *The Mestizo State. Reading Race in Modern Mexico* (University of Minnesota Press, 2012). ISBN 0816656371. **Introduction and Chapter 1**

**October 10:** Joshua Lund, *The Mestizo State. Reading Race in Modern Mexico* (University of Minnesota Press, 2012). ISBN 0816656371 **Chapter 2**

**WEEK 9: Immigration**

**October 15:** Daniela Gleizer, *Unwelcome Exiles: Mexico and the Jewish Refugees from Nazism 1933-1945*, (Brill Academic Pub, 2013).

**October 17:** Daniela Gleizer, *Unwelcome Exiles: Mexico and the Jewish Refugees from Nazism 1933-1945*, (Brill Academic Pub, 2013).

**WEEK 10: Antisemitism**

**October 22:** Small, Charles. *Introduction to Global Antisemitism: A Crisis of Modernity*. Vol. I (Institute for the Study of Global Antisemitism, 2013).

**October 24:** John C. Chasteen, Chapter 4-5 "Post-Colonial Blues" and "Progress," in *Born in Blood & Fire. A Concise History of Latin America* (W. W. Norton Company, 2002) Second Edition (but other version will work)

**WEEK 11:**

**October 29:** Domingo F. Sarmiento, *Facundo: Or, Civilization and Barbarism* (Penguin Classics 1998) **First Half**

**October 31:** Domingo F. Sarmiento, *Facundo: Or, Civilization and Barbarism* (Penguin Classics 1998) **Second Half**

**WEEK 12:**

**November 5:** Haim Avni, *Argentina and the Jews. A History of Jewish Immigration* (The University of Alabama Press, 1991). **Chapters 1-4**

**November 7:** Haim Avni, *Argentina and the Jews. A History of Jewish Immigration* (The University of Alabama Press, 1991). **Chapters 5-7**

**WEEK 13:**

**November 12:** Sandra McGee Deutsch, *Las Derechas. The Extreme Right in Argentina, Brazil and Chile 1890-1939* (Stanford University Press, 1999) **Part 1**

**November 14:** Sandra McGee Deutsch, *Las Derechas. The Extreme Right in Argentina, Brazil and Chile 1890-1939* (Stanford University Press, 1999) **Chapter 6-Conclusions, and 10-Conclusions**

**WEEK 14:**

**November 19:** Emmanuel Nicolás Kahan, "Memories that Lie a Little," in *The New Jewish Argentina* (PDF)

**November 21:** Presentation of Final Creative Projects

**WEEK 15: Fall Break**

**November 26:**

**November 28:**

**WEEK 16: Presentations** [LAST WEEK OF CLASS]

**December 3:** Presentation of Final Creative Projects

**December 5:** Conclusion [Final Paper Due]

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**Attendance policy:** Regular class attendance and participation will be a deciding factor in all assignments and grades. Three unexcused absences will be allowed; a fourth unexcused absence will automatically lower your final grade three points. If there are more unexcused absences, the same policy will apply subsequently, which could make you have to repeat the course. An unexcused absence refers to missing class for a non-university approved reason or personal reason other than sickness and/or family emergency. Last minute emails and/or phone calls will not be accepted, unless in the case of a proven medical emergency. Only university-approved reasons and illness with written proof by doctor will be accepted as student absences, and must be reported within three days of the absence date. Regular tardiness can be a distraction to the class and a sign of disrespect to the professor, thus three incidents will equal one unexcused absence. If you need to leave early, please let me know in advance at the beginning of class.

**Grading Policy:** Students will be evaluated on the basis of the following:

<b>Graded Activity</b>	<b>Percent of Grade (total of 100%)</b>
Short Presentation (no more than 5 minutes)	5%
Proposal for Analytical Final Paper (3-4 pages)	15%
Analytical Final Papers (12-15 pages)	40%
Final Creative Project	20%
Weekly Journals entries (15)	15%
Class Participation	5%

**e-Learning:** It is your responsibility to check e-Learning on a regular basis. You are responsible for announcements made through e-Learning. Your weekly journal posts are to be posted on e-Learning directly to the Professors and not as a thread to the class. Interviews and videos will be made available through e-Learning to further the topics discussed in this course.

**Classroom Citizenship:** Students are to be attentive during class, courteous, and polite during discussions. You are expected to listen respectfully to professors and to other students when speaking. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. We respect all students and viewpoints and expect you to extend the same courtesy to your classmates and to professors. Disruptive students will be asked to leave and may be subject to disciplinary action.

**University Policies:** Information on university policies related to this and other classes may be found at <http://go.utdallas.edu/syllabus-policies>

**General Warning:** Scholastic dishonesty will be severely punished. The student will be subject to university disciplinary proceedings. The UTD Undergraduate Catalog defines scholastic dishonesty as the following: "Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records."

**Guidelines for Writing Papers**

Modern Language Association (MLA):

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

Chicago Manual of Style (CMOS):

[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html)

American Psychological Association (APA):

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

### **UTD WRITING CENTER**

Located in McDermott Library (MC 1.310), the UT Dallas Writing Center is a free resource for students seeking help with a writing assignment. Tutors are available to work with you on your assignment during all stages of the writing process. The UTD Writing Center philosophy stems from the peer-to-peer model of collaborative learning. Students and Peer Leaders engage in one-on-one conversations about their work and Peer Leaders will lead sessions by asking open-ended, engaging questions which allow the student to take ownership of their own writing. The Writing Center aims to provide direct, honest feedback to students in each tutoring session. The main goal of our Writing Center is to help the writer, not just the piece of writing.