

International History and Politics

Academic year 2021-2022

Human Rights and Memory in Latin America

HP1140 - Autumn - 3 ECTS

Thursday 10h15 - 12h00

Course Description

This course explores the history of dictatorship in Latin America. Through three national case studies (Brazil, Chile, and Guatemala), we take a two-step approach for studying the legacies of authoritarian rule in twentieth-century Latin America. First, we look at the mechanisms through which military regimes came to power in each of the three countries — and how they stayed in power as long as they did. Here, we examine not only the proliferation of human rights abuses, but also the rise of human rights as a framework itself, often invoked by opposition groups as a way to denounce their government and bring global attention and solidarity. And second, we trace the challenges of post-dictatorship societies, using the concept of memory to examine the afterlives of military rule. Here, we take examples from the political (truth commissions and human rights trials), the cultural (art, music, cinema), and the personal (testimonial literature). By combining a close reading of the history of human rights in Brazil, Chile, and Guatemala with a more contemporary analysis of their respective memory platforms, this course seeks to build a strong base for understanding the interlinked meanings of trauma, politics, and commemoration.

> PROFESSOR

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> ASSISTANT

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Syllabus

This course is an historical comparison of human rights and memory in Latin America, focusing on three emblematic case studies of Brazil, Chile, and Guatemala, from the 1950s through today.

Assessment:

The overall grade received in this class will be distributed as follows:

- Final paper: 70%
- Group facilitation: 10%
- Reaction paper: 10%
- Class participation: 10%

Final essay (70%)

The main assignment is a final paper of 4,000 to 5,000 words, for which students will have to devise their own question and topic related to the course. The paper must be analytical rather than descriptive (e.g. it must ask a question, make an argument, and then support that argument through sustained analysis). The paper can focus on one of the course's three case study countries, or it can focus on another country or region more pertinent to a student's area of focus. Either way, the themes of the course must be the center of the paper. The paper must be 12-point font, double-spaced, with correct citation format (preferably Chicago), and a full bibliography (not included in the word count).

Group Facilitation (10%)

This assessment requires that each student take one turn co-facilitating seminar. Working in groups of 3 (or more or less, as necessary), students will be responsible for facilitating the discussions in seminar.

From a close reading of the assigned texts for that week, discussion leaders will craft a list of 5-8 guiding questions that illustrate the major themes or tensions within the readings. This will serve as a jumping off point for the class discussion. This must be compiled as a word document (not an email) that includes:

1. the bullet-listed required reading(s)
2. a short list (2-4) of general themes for the week,
3. the guiding questions.

Student facilitators will email these questions to the class by 9pm three evening before seminar – for this class that means **Monday night by 9pm**.

During class, the discussion leaders will use their guiding questions to begin class discussion. Discussion leaders should be prepared to ask follow-up questions to further class discussion. Discussion leaders will be evaluated by the quality of their submitted questions and the quality of the discussion that they generate and oversee. All students in a discussion group will receive the same grade for their collective work.

Reaction Paper (10%)

Each student must turn in one reaction paper, of between 600 and 800 words, and written in 12-point font and double-spaced). The paper needs to reflect on the readings and themes for a given week. A good strategy is to structure the paper in two sections: first, a thematic overview of the week's readings, and second, the development of an argument or critical analysis about some aspect of the week.

The paper must be submitted *prior* to the start of class for that given week. All papers must be submitted prior to the final seminar (i.e. the morning of the seventh class).

Seminar Structure

Other than week 1, all seminars will take the same format.

1. Student facilitators will make a 10 to 15-minute presentation of their main takeaways from the week: what is the context and history for the week's readings, what were the major themes, what surprised you, what frustrated you, what are the larger implications of studying this week's particular histories, etc.
2. The majority of the seminar will be devoted to discussion, based largely off the questions prepared by the facilitators, but also including other themes or ideas. Given the class size of our seminar, we may break into small groups to discuss these questions and then come back together for a larger conversation with the whole class.

Participation (10%)

The following criteria will be used to determine each student's participation mark: weekly attendance; evidence of appropriate preparation; respect for classmates; relevant and useful contributions to discussion; clear expression of ideas and arguments; quality of presentation/discussion questions; collaboration with others.

Of note: participation does not only mean vocal participation. Many students are naturally shier than others, and that is, of course, perfectly fine. Participation for this course means engagement: so even if one does not vocally participate as much as other classmates, the requirement is still active engagement and it should be clear to the instructor that students are closely following conversation, taking notes, and remaining an active, even if quiet, member of the seminar. Participation in all forms is respected and encouraged.

Readings

For each session, there will be a set of required mandatory readings plus some optional readings. The optional readings can be of use for group facilitation (allowing facilitators to expand their presentation and seminar guidance) and also for final papers, where the optional readings can help point to further studies.

Students are expected to read the mandatory texts ahead of the class and be prepared to discuss them critically in the context of the week's specific focus as well as the course's overall themes.

Week 1: 23 September

Introduction. What are Human Rights? Why Latin America? Which Memories?

Required Readings:

1. Lawrence Wright, *State Terrorism in Latin America: Chile, Argentina, and International Human Rights* (Rowman and Littlefield, 2007), pp. 10-45.
2. Stern, Steve J. "The Artist's Truth: The Post-Auschwitz Predicament after Latin America's Age of Dirty Wars," in Cynthia Milton (ed), *Art from a Fractured Past Memory and Truth Telling in Post-Shining Path Peru*. Durham: Duke University Press, 2014, 255-276.
3. Roberta Villalón. "The Resurgence of Collective Memory, Truth, and Justice Mobilizations in

Latin America. *Latin American Perspectives*." 2015; 42(3): 3-19.

Recommended/further readings:

- Kelly, Patrick William. *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics*. Cambridge University Press, 2018.
- Sikkink, Kathryn. *Mixed Signals: U.S. Human Rights Policy and Latin America*. Ithaca; London: Cornell University Press, 2004.
- Brands, Hal. *Latin America's Cold War*. Cambridge, MA: Harvard University Press, 2010.
- Rabe, Stephen. *The Killing Zone: The United States Wages Cold War in Latin America*. New York: Oxford University Press, 2012.
- Arias, Enrique Desmond and Daniel M. Goldstein. *Violent Democracies in Latin America*. Cultures and Practice of Violence Series. Durham, NC: Duke University Press, 2010.
- Keck, Margaret E. and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell Univ. Press, 1998.
- Grandin, Greg and Gilbert M. Joseph, eds., *A Century of Revolution: Insurgent and Counterinsurgent Violence during Latin America's Long Cold War*. Durham: Duke University Press, 2010.
- Exchange between Greg Grandin and Marcelo Casals, *Cold War History*, 2019-2020.
- Bickford, Louis. "The Archival Imperative: Human Rights and Historical Memory in Latin America's Southern Cone." *Human Rights Quarterly* 21, no. 4 (1999): 1097-1122.
- Franco, Jean. *The Decline and Fall of the Lettered City: Latin America in the Cold War* (Cambridge, Ma.: Harvard University Press, 2002.
- Stites Mor, J. (2013). *Human rights and transnational solidarity in Cold War Latin America* (Critical human rights). Madison, Wis.: University of Wisconsin Press, pp. 48-73.

Week 2: 30 September

Brazil I

Required Readings

1. Victoria Langland, "Birth Control Pills and Molotov Cocktails: Reading Sex and Revolution in 1968 Brazil." In Gilbert M. Joseph and Daniela Spenser (eds) 2008. *In from the Cold: Latin America's New Encounter with the Cold War*. Durham, NC: Duke University Press, pp. 308-349.
2. Sattamini, Lina. *A Mother's Cry: A Memoir of Politics, Prison, and Torture under the Brazilian Military Dictatorship*. Durham: Duke University Press, 2010. **** Read everything through Chapter 10 (pp. 76), but feel encouraged to read further as well ****
3. Serbin, Kenneth P. "The Anatomy of a Death: Repression, human rights and the case of Alexandre Vannucchi Leme in authoritarian Brazil." *Journal of Latin American Studies* 30, no. 1 (1998): 1-33.

Recommended/further readings:

- Skidmore, Thomas E. 1990. *The Politics of Military Rule in Brazil, 1964-1985*. New York: Oxford University Press.
- Stepan, Alfred C. 1988. *Rethinking Military Politics: Brazil and the Southern Cone*. Princeton, N.J.: Princeton University Press.

- Serbin, Kenneth P. 2000. *Secret Dialogues: Church-State Relations, Torture, and Social Justice in Authoritarian Brazil*. Pittsburgh, PA: University of Pittsburg Press.
- Alves, Maria Helena Moreira. 1988. *State and Opposition in Military Brazil*. Austin: the University of Texas Press.
- Dassin, Joan. 1998. *Torture in Brazil: a shocking report on the pervasive use of torture by Brazilian military governments, 1964-1979*. Austin: University of Texas Press.
- James N. Green. "Desire and Revolution: Socialists and the Brazilian Gay Liberation Movement in the 1970s." In Jessica Stites Mor (ed). 2013. *Human Rights and Transnational Solidarity in Cold War Latin America*. Madison, WI: University of Wisconsin Press, pp. 239-268.
- Christopher Dunn, "Desbunde and its discontents: Counterculture and Authoritarian Modernization in Brazil, 1968-1974," *The Americas*, Vol. 70, No. 3, 2014: pp. 429-458.
- Langland, Victoria. *Speaking of Flowers: the Making and Remembering of 1968 in Military Brazil*. Durham: Duke University Press, 2013.
- Green, James Naylor. *We Cannot Remain Silent Opposition to the Brazilian Military Dictatorship in the United States*. Durham, NC: Duke University Press, 2010.
- Snider, Colin M. "An Incomplete Autonomy": Higher Education and State-Society Relations in Brazil, 1950s-1980s, *The Latin Americanist*, Vol. 60, No. 1, (March 2016): 139–159.

Week 3: 7 October
Brazil II

Required Readings

1. Rebecca J. Atencio. *Memory's Turn: Reckoning with Dictatorship in Brazil*. University of Wisconsin Press, 2014, pp. 28-58.
2. De Baets, Antoon. "The Censorship of History and Fact-Finding in Brazil (1964–2018)." *The Brazilian Truth Commission: Local, National and Global Perspectives* 4 (2019): 68-85.
3. Snider, Colin M. "'The Perfection of Democracy Cannot Dispense with Dealing with the Past: Dictatorship, Memory, and the Politics of the Present in Brazil.'" *The Latin Americanist* 62, no. 1 (2018): 55-79.

Recommended/further readings:

- Da Silva Catela, Ludmila. "Staged Memories: Conflicts and Tensions in Argentine Public Memory Sites." *Memory Studies* 8, no. 1 (2015): 9-21.
- Feld, Claudia. "Constructing Memory through Television in Argentina." *Latin American Perspectives* 43, no. 5 (2016): 29-44.
- Crenzel, Emilio. "The Narrative of the Disappearances in Argentina: The Nunca Más Report." *Bulletin of Latin American Research* 32, no. S1 (2013): 174-92.
- *Democratizing Brazil: Problems of Transition and Consolidation*. Alfred Stepan, ed. New York: Oxford University Press, 1989.
- McCann, Bryan. *Hard times in the Marvellous City: From Dictatorship to Democracy in the Favelas of Rio De Janeiro*. 2013.
- Wolford, Wendy. *This Land Is Ours Now Social Mobilization and the Meanings of Land in Brazil*. Duke University Press, 2010.
- Skidmore, Thomas E. 1990. *The Politics of Military Rule in Brazil, 1964-1985*. New York: Oxford University Press.
- Stepan, Alfred C. 1988. *Rethinking Military Politics: Brazil and the Southern Cone*. Princeton, N.J.: Princeton University Press.

- Alves, Maria Helena Moreira. 1988. *State and Opposition in Military Brazil*. Austin: the University of Texas Press.
- Schneider, Nina. "Bolsonaro in Power: Failed Memory Politics in Post-Authoritarian Brazil?." *Modern Languages Open* (2020).
- Santos, Cecilia MacDowell. "Transitional justice from the margins: Legal mobilization and memory politics in Brazil." *Legacies of state violence and transitional justice in Latin America: a Janus-faced paradigm?* (2015): 37-72.
- Demetrio, André, and Katya Kozicki. "Transitional injustice for indigenous peoples from Brazil." *Revista Direito e Práxis* 10 (2019): 129-169.

Week 4: 14 October

Chile 1

Required Readings

1. Casals, Marcelo. "The Chilean counter-revolution: Roots, dynamics and legacies of mass mobilisation against the Unidad Popular." *Radical Americas* (2021).
2. Florencia E. Mallon. 2005. *Courage Tastes of Blood: The Mapuche Community of Nicolás Ailio and the Chilean State, 1906-2001*. Durham, NC: Duke University Press. Ch 5: "When the Hearths Went Out, 1973-1992," pp. 136-183.
3. Stern, Steve J. *Remembering Pinochet's Chile*, Ch 1: "Heroic Memory: Ruin into Salvation" and Ch 2: "Dissident Memory: Rupture, Persecution, Awakening.", pp. 7-67. Duke University Press, 2004.

Recommended/further readings:

- Kornbluh, Peter. *The Pinochet File: A Declassified Dossier on Atrocity and Accountability*. New York; London: New Press, 2003.
- Peter Winn, "The Furies of the Andes: Violence and Terror in the Chilean Revolution and Counterrevolution." In Grandin and Joseph (eds), 2010. *A Century of Revolution: Insurgent and Counterinsurgent Violence During Latin America's Long Cold War*. Durham, NC: Duke University Press, pp. 239-275.
- Verdugo, Patricia. *Chile, Pinochet, and the Caravan of Death*. Coral Gables, Fla.: Boulder, Colo.: North-South Center Press; Distributed by Lynne Rienner Publishers, 2001.
- Winn, Peter. *Victims of the Chilean Miracle Workers and Neoliberalism in the Pinochet Era, 1972-2002*. Durham: Duke University Press, 2004.
- Huneeus, Carlos. *The Pinochet Regime*. Boulder, Colo.: Lynne Rienner Publishers, 2007.
- Taylor, Diana. *Disappearing Acts: Spectacles of Gender and Nationalism in Argentina's "dirty War"*. Durham N.C.; London: Duke University Press, 1997.
- Peter Winn, *Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism*. New York: Oxford University Press, 1986.
- Stern, Steve. *The Memory Box of Pinochet's Chile*. Trilogy, Duke University Press, 2004, 2006, and 2010.
- Tinsman, Heidi. *Buying into the regime: Grapes and consumption in Cold War Chile and the United States*. Duke University Press, 2014.

Week 5: 21 October
Chile II

Required Readings

1. Stern, Steve J. *Reckoning with Pinochet*, Ch 2: "Toward Memory Impasse? The Truth Commission Moment, 1990–1991." pp. 65-98. Duke University Press, 2010.
2. Collins, Cath. "The moral economy of memory: public and private commemorative space in post-Pinochet Chile." In *Accounting for Violence*, pp. 235-264. Duke University Press, 2011.
3. Green Rioja, Romina A. "Collective trauma, feminism and the threads of popular power: A personal and political account of Chile's 2019 social awakening." *Radical Americas* (2021).

Recommended/further readings:

- Hiner, Hillary, and María José Azócar. "Irreconcilable Differences: Political Culture and Gender Violence during the Chilean Transition to Democracy." *Latin American Perspectives* 42, no. 3 (2015): 52-72.
- Ferrara, Anita. "Archives and Transitional Justice in Chile: A Crucial Relationship." *Human Rights Review* (2021): 1-26.
- Collins, Cath. "Truth-justice-reparations interaction effects in transitional justice practice: The case of the 'Valech Commission' in Chile." *Journal of Latin American Studies* 49, no. 1 (2017): 55-82.
- Sugarman, David. "Courts, Human Rights, and Transitional Justice: Lessons from Chile." *Journal of Law and Society* 36, no. 2 (2009): 272-281.
- Gaete Salgado, Catalina. "Journalistic memory work and transitional justice in Chile: The case of the declassification of the colonia dignidad archives in Berlin." *Journalism* 22, no. 4 (2021): 1088-1106.
- Lira, Elizabeth. "Chile: Dilemmas of memory." In *The Memory of State Terrorism in the Southern Cone*, pp. 107-132. Palgrave Macmillan, New York, 2011.
- Gómez-Barris, Macarena. *Where memory dwells: Culture and state violence in Chile*. Univ of California Press, 2009.
- Klubock, Thomas Miller. "History and Memory in Neoliberal Chile: Patricio Guzman's Obstinate Memory and The Battle of Chile." *Radical History Review* 85, no. 1 (2003): 272-281.
- Collins, Cath, Katherine Hite, and Alfredo Joignant, eds. *The politics of memory in Chile: From Pinochet to Bachelet*. FirstForumPress, 2013.
- Sorensen, Kristin. *Media, memory, and human rights in Chile*. Springer, 2009.

Week 6: 28 October
Guatemala I

Required Readings

1. McAllister, Carlota. "A Headlong Rush Into the Future: Violence and Revolution in a Guatemalan Village." *A Century of Revolution: Insurgent and Counterinsurgent Violence During Latin America's Long Cold War*, pp. 276-308.

2. Weld, Kristen, *Paper Cadavers: The Archives of Dictatorship in Guatemala*, Duke University Press, 2014; introduction and chapter 1, "Excavating Babylon," pp. 1-49.

Recommended/further readings:

- Montejo, Victor. *Testimony: Death of a Guatemalan village*. Willimantic, Conn: Curbstone, 1987.
- Grandin, Greg, *The Last Colonial Massacre: Latin America in the Cold War*. Chicago: University of Chicago Press, 2004.
- Sanford, Victoria, *Buried Secrets: Truth and Human Rights in Guatemala*. New York: Palgrave Macmillan, 2003.
- Schlesinger, S., & Kinzer, S. (1983). *Bitter fruit: The untold story of the American coup in Guatemala* (New ed., Anchor books). Garden City, New York: Anchor Press/Doubleday.
- Garrard-Burnett, Virginia. *Terror in the Land of the Holy Spirit Guatemala under General Efraín Ríos Montt, 1982-1983*. New York: Oxford University Press, 2010.
- Wilkinson, Daniel, *Silence on the Mountain: Stories of Terror, Betrayal, and Forgetting in Guatemala* New York: Houghton Mifflin, 2002.
- Schirmer, Jennifer G. *The Guatemalan Military Project: A Violence Called Democracy*. Philadelphia, Pa.: University of Pennsylvania Press, 1998.
- Forster, Cindy. 2001. *The Time of Freedom: Campesino Workers in Guatemala's October Revolution*. Pittsburgh, Pa: Univ. of Pittsburgh Press.

Week 7: 4 November

(or combined with Week 6, for an extended session on 28 Oct; to be discussed week one)

Guatemala II

Required Readings

1. Menchú, Rigoberta, 2009. *I, Rigoberta Menchú. An Indian Woman in Guatemala*. New York: Verso, pp. 7-47, 118-123, 140-156
2. David Stoll, *Rigoberta Menchú and the Story of All Poor Guatemalans*, expanded edition:
 - Foreword to the new edition by Elisabeth Burgos, xi-xvii
 - Preface by David Stoll, xviii-xxv
 - Chapter 5, 'The Death of Petrocino', pp. 63-70.
3. Gilmore, L. (2017). *Tainted witness: Why we doubt what women say about their lives* (New York: Columbia University Press. 'Jurisdictions and testimonial networks: Rigoberta Menchu', pp. 59-84.

Recommended/further readings:

- Arias, Arturo, and David Stoll. 2001. *The Rigoberta Menchú controversy*. Minneapolis: Univ. of Minnesota Press.
- Beverley, John. *Testimonio: On the politics of truth*. U of Minnesota Press, 2004.
- Arias, Arturo. "After the Rigoberta Menchú controversy: Lessons learned about the nature of subalternity and the specifics of the indigenous subject." *MLN* (2002): 481-505.

- Avant-Mier, Roberto, and Marouf A. Hasian Jr. "Communicating "truth": Testimonio, vernacular voices, and the Rigoberta Menchú controversy." *The Communication Review* 11, no. 4 (2008): 323-345.
- Clark, John A. "The problem of truth in educational research: The case of the Rigoberta Menchú 'Controversy'." *The Australian Educational Researcher* 34, no. 1 (2007): 1-15.
- Gugelberger, Georg, and Michael Kearney. "Voices for the voiceless: Testimonial literature in Latin America." *Latin American Perspectives* 18, no. 3 (1991): 3-14.
- Garrard-Burnett, Virginia. "Living with Ghosts: Death, Exhumation, and Reburial among the Maya in Guatemala." *Latin American Perspectives*, vol. 42, no. 3, 2015, pp. 180–192.
- Greg Grandin, "The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala," *American Historical Review* 110:1 (Feb. 2005), pp. 46-67.
- Nelson, Diane M. 1999. *A finger in the wound: body politics in quincentennial Guatemala*. Berkeley, CA: University of California Press.
- Fischer, Edward F. *Indigenous Peoples, Civil Society, and the Neo-liberal State in Latin America*. New York; Oxford: Berghahn Books, 2009.