During the Cold War most countries in Latin America and the Caribbean experienced a form of violent conflict. Military dictatorships were the rule and guerrilla uprising common. At the end of the 1980s and the beginning of the 1990s a slow return to democracy began. However, many countries are still struggling with the aftermath of their violent past.

This course examines the long-term effects that Cold War conflicts have had on Latin America's societies from a multidisciplinary perspective. The course will explore how decades of dictatorships, civil wars and violence are being remembered and dealt with since the peace agreements and the return to democracy. The regional focus will be on Guatemala, Peru, Chile and Argentina.

This course will look at forms of collective memory, the attempts to achieve justice and building a new integrated democratic society. Students will compare the different approaches of memory and reconciliation and leave the class with a clear understanding of challenges of postwar societies.

Required Readings

All required readings will be available on OAKS.

Course Objectives

This course has three major objectives:

1) **Critical reading skills.** Every student is expected to take Reading Notes, which will be randomly collected by the instructor. They will also serve as discussion template for the class discussion. The purpose of this assignment is to strengthen upper-level reading skills, which include: analyzing a text, determining the author’s thesis statement, evaluating evidence, summarizing information succinctly, connecting arguments from preceding weeks, critiquing and assessing the significance of a given work.

2) **Presentation Skills, Public Thinking, and Debate.** Students will be required to participate actively in every class session. Through group and class discussions students will develop their abilities to think actively in conversation, to present clear arguments, and to hold civil and intellectually-grounded debates. The
quality of a student’s participation in class will be assessed on a daily basis.

3) **Familiarity with the main debates about Memory and Reconciliation in Post Cold War Latin America.** Students will be evaluated through three essay assignments about their understanding of the topics discussed: the midterm exam, one critical response paper and the final research paper.

**PROCEDURE**
This class consists of group work, class discussions, and lecture. You are expected to be present in class and participate daily in the group work and discussions and to take notes carefully during all activities.

**COURSE REQUIREMENTS**

Grades for the course will be calculated as following: 25% for participation in class which includes presenting the weekly reading notes and contribution in class and group discussions; 25% for the mid-term exam; 20% for the critical response paper; 30% for the final paper.

**Attendance and Participation Policy.** Classroom discussions are a central component of this course and attendance in class is required. You are responsible for arriving in class prepared to ask and answer questions concerning the assigned readings. I will often call on students by name in order to foster conversation. Attendance and class participation are not the same thing. While your attendance and willingness to learn from the comments of others (including the professor) are central to the course; your own informed and intelligent participation in class discussion is an absolute necessity.

**Participation grading.** You may miss 3 classes without penalty. I grade your participation in each class session on a scale of 0-4. You earn points by paying attention to lecture, taking notes, participating in discussions, asking informed questions, and demonstrating your knowledge of the readings. You should not expect higher than a C for your participation grade if you attend classes regularly, but do not participate vocally.

*Participation grading rubric:*

0 – You did not attend class.

1 (D/F) – You arrived substantially late to class and/or were distracted during much of the lecture and/or demonstrated that you had not completed the readings and do not bring regularly your reading notes.

2 (C) – You arrived on time to class, but, did not participate in the discussion and have low quality reading notes (grammatical or mechanical errors, inadequate summary and evaluation of the reading).

3 (B) – You took notes through most of the lecture, participated in the discussion, and demonstrated that you completed the reading assignments by always having proper reading notes present.

4 (A) – You asked informed questions about the readings, took notes throughout lecture, participated in the discussion, and demonstrated that you completed the reading assignments by consistently presenting outstanding reading notes (proofread, and includes an excellent summary of the reading, a thoughtful evaluation throughout).

Your reading notes should have the following format:
I. What are key terms in the book/article/chapter? (What concepts, legislation, religious practices, etc. seem central to the author's argument? Provide definitions if possible.)

II. What is the thesis of the book/article/chapter?

a. State the author’s primary argument in your own words. (This should be as close to one sentence as possible with one or two solid page references. You will provide a quotation below – here, state in your own words what the author’s goal is. Do not quote. If what you’ve written is closing in on a paragraph, think about whether or not you’ve fully understood the primary point of the book/article/chapter.)

b. Provide a quotation from one of your page references above.

III. What evidence does the author use to support this thesis? Is the evidence physical? For example: the location of a church? Is it a historical or critical analysis, like a new interpretation of facts that disproves previous understandings? Is it theoretical and cites observations or philosophies? Is it ethnographic, like interviews or observations of peoples’ behavior? Is it something else entirely? A combination? List the type of evidence, the evidence itself, and cite where you’ve found it.

Assignments

Midterm Exam: The mid-term exam will be take home exam. The question will require more reflection than merely reproducing facts, given that some of the questions also involve some engagement with the theoretical readings.

Critical response paper: You will be asked to write one critical response essay evaluating a set of readings of your choice. Each paper must analyze at least 3 authors and should do more than summarize. You are expected to be able to: a) compare the key features of the arguments, b) engage in thoughtful analysis that ties the pieces to a well formulated argument of your own, c) convey the depth of your understanding of the material, and d) organize your ideas clearly without unnecessary stylistic errors. The essay will be 3-4 double-spaced pages.

Final Essay
The final essay for this course (5-6 pages) will require you to analyze and apply the topics and themes considered in our course readings and classroom discussions. The purpose of this essay will be to demonstrate your comprehension of the themes developed in the course. You will compare the approaches to memory and reconciliation for two different countries.

Grading Scheme

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
</tbody>
</table>
Academic Honesty

When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you will abide by that Code. I have zero tolerance for academic dishonesty. I reserve the right to prosecute to the fullest any act of academic dishonesty, that is, plagiarism and/or cheating, etc., by reporting it to the Honor Board. Students should be aware of the College’s policies on plagiarism as published in the Student Handbook. If you are unfamiliar with the College’s plagiarism policy please consult your student handbook.

Students with special circumstances:

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/ SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed.

Note: Changes of this syllabus are at the discretion of the Instructor

Course schedule

Week 1: Introduction

Aug. 26  Introduction to the class, syllabus, grading and assignments

Aug. 28  Terminology: Memory and Reconciliation


Week 2: Latin America’s Cold War history

Aug. 31  Latin America in the Cold War

Reading: Greg Grandin, The Last Colonial Massacre. Latin America in the Cold War, Introduction pp. 5-17.

Sep. 02  Reading: John H. Coatsworth, United States Interventions. What for?, Oscar Guillermo Pela Almengor, The United States and Guatemala. The Force of a Myth

Sep. 04  Documentary: Harvest of Empire (excerpts Guatemala, Nicaragua, El Salvador)
### Week 3: Case Study I, Guatemala (Post Cold War)

| Sep 11 | Guatemala: Commission for Historical Clarification/ Recovery of Historical Memory Project  

### Week 4: Case Study II, Chile (Post Cold War)

| Sep. 16 | Documentary: *Chile. The Obstinate Memory* (by Patricio Guzman) |

### Week 5: Case Study III, Argentina (Post Cold War)

| Sep. 25 | Madres de Plaza del Mayo |

### Week 6: Case Study IV, Peru (Post Cold War)

| Sep. 30 | Documentary: *State of Fear. The Truth about Terrorism*. (by Pamela Yates) |
| Oct. 02 | Documentary/ Discussion: *State of Fear. The Truth about Terrorism*. |

### Week 7: Truth Commissions (initiators, work, impact)

| Oct. 05 | Discussion of Midterm exam, distribution of prompt |
Oct. 09  Truth Commissions in Latin America

Reading: In Search of Truth. Creating an effective Truth Commission (see International Court of Justice)

https://www.ictj.org/in-search-of-truth/index.html#nav-0

**Week 8: Remembering (Museums, monuments)**

Oct. 12  Sites of Memory


Oct. 14  National Heroes


Oct. 16  Case study: Chile


**Week 9: Remembering (Museums, monuments, archives, teaching history)**

Oct. 19  Fall Break, no classes

Oct. 21  Case Study Peru: Tourism and Post-Conflict Memory


Oct. 23  Archives, Case study: Guatemala


**Week 10: Remembering (Culture: Art, Literature etc.)**


Granito. Every Memory Matters (interactive media project)

Reading: research www.granitomem.com

Oct. 28  Testimonial literature and its perception today I
Reading: - Elizabeth Burgos-Debray/ Rigoberta Menchu, I, Rigoberta Menchu, Barcelona 1983. (excerpts)

Oct. 30 Testimonial literature and its perception today II

**Week 11: The Disappeared, Exhumations**

Nov. 02 Psychosocial effects of torture and mass human rights violations

Nov. 04 Reading: Kirsten Weld, Because they were taken alive. Forced disappearance in Latin America, in: Revista. Harvard Review of Latin America, Fall 2013, pp. 8-11.

Nov. 06 Reading: Jedrek Mularski, Unearthing the Past. The Exhumation of Icons and Historical Memory in Chile, in: Revista. Harvard Review of Latin America, Fall 2013, pp. 79-82.

**Week 12: Return to Democracy, Politics after the Cold War (integration of former guerrillas, continuing influence of military leaders)/ impunity**


Nov. 11 Documentary: Granito. How to nail a dictator (by Pamela Yates)

Nov. 13 Documentary & Discussion: Granito. How to nail a dictator (by Pamela Yates)

**Week 13: Long term effects: violence/ gang culture/migration**


Nov. 18 Reading: - Philip Alston, A Good Place to Commit Murder, in: The Guatemala Reader, pp. 473-479.


Nov. 20 Migration and the return

**Week 14:**

Nov. 23 Discussion of Research paper, distribution of prompt
Nov. 25  Thanksgiving Break
Nov. 27  Thanksgiving Break

**Week 16: Reconciliation (reading see Hayner: Unspeakable Truths)**

Nov. 30  Reading: Kirsten Weld, Paper Cadavers. The archives of dictatorship in Guatemala, Durham 2014, conclusion, pp. 236-256.

Dec. 02  Is reconciliation possible?


Dec. 04  Role of the international community

**Week 16:**

Dec. 07  group discussion, work on final research paper

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The final paper is due on Friday December 11th at 10 am in hard copy at my office (9 Glebe Street, room 101) and as a digital copy in the drop box on OAKS.