New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): HSTR XN 435

Course Title: Violence in Latin America

Abbreviated Course Title (≤ 30 chars): Violence in Latin America

First Semester to be Offered: Fall 2015

Submitted by: Molly Todd

Submitter's Contact Info: Phone, Email: x5200 molly.todd@montana.edu

Instructor: Molly Todd

Department: History, Philosophy, Relig. Studies

College: CLS

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291, 491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Ctools/CCN/ccn_default.asp
   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

Course Title: Violence in Latin America
Abbrev. Course Title (≤ 30 char): Violence in Latin America
Credits: 3
Department Offering Course: History, Philosophy, Relig. Studies
College: CLS

Is this course “equivalent” to a course in the MUS System?: ☐ Yes ☑ No

Learning Outcomes for the Course:

(1) learning fundamental principles, generalizations, or theories
   - Students will learn international principles relating to human rights, genocide, and torture, and be able to connect these principles to case studies
   - Students will understand the concepts of structural violence and political violence, the significance of the national security doctrine, counter-insurgency, and counter-terrorism, and the relation between these concepts and case studies

(2) Gaining experience with the historian’s craft
   - Students will develop knowledge through active reading & discussion (oral & written)
   - Students will compare different perspectives and types of representation
   - Students will apply course materials (connecting principles, concepts, and theories to case studies and current events)

(3) Acquiring an interest in learning more by asking questions and seeking answers
   - Students will recognize gaps in knowledge about Latin America and the United States
   - Students will ask difficult questions worthy
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

Course Title (for Catalog):

Course Title (for Schedule of Classes, 30 characters, max.):

First Semester to be Offered:

Restricted Entry/Consent of Instructor Required:

Instructor’s GID (last 4 digits only):

Department Offering Course:

College:

Assigned Rubric, Course Number, Core Designation (if needed):

Violence in Latin America

Latin America: Human Rights

Violence in Latin America

Latin America: Human Rights

Fall 2015

Yes

No

History, Philosophy, Relig. Studies

Is the requested course number available? (x4155 to check):

Yes

No

Frequency of course offering:

Annually

Alternate Years, starting 2015

Semester(s) offered (check all that apply):

Summer

Fall

Spring

Summer Options (check all that apply):

First 6 weeks

Second 6 weeks

12 weeks

Credits by mode of instruction:

Lecture: 3

Seminar:

Independent Study:

Lab/Studio:

Recitation/Discussion:

TOTAL CREDITS: 3

Primary Mode(s) of Delivery:

Face-to-face

Web-Enhanced (small on-line comp.)

On-Line Only

Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):

M

Tu

W

Th

F

Sa

Su

Assigned Time(s):

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment “cap”): 47

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):

Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

Seeks deeper understanding of phenomenon of violence in modern world by examining case studies from Latin America. Topics may include military dictatorships, revolutions, foreign interventions, drug cartels, and street gangs.

Violence in Latin America

Latin America: Human Rights

Violence in Latin America

Latin America: Human Rights

Violence in Latin America

Latin America: Human Rights
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

Draws from existing resources. ^mmg 10/22/14
New Undergraduate Course Narrative

Montana State University

PLEASE PROVIDE THE FOLLOWING INFORMATION IN NARRATIVE FORMAT. SUBSTANTIVE RESPONSES TO ALL CRITERIA ARE REQUIRED. ALTHOUGH NOT REQUIRED, A DRAFT SYLLABUS CAN ALSO BE HELPFUL TO THE COMMITTEE IN UNDERSTANDING THE DETAILS OF THE PROPOSED COURSE.

GENERAL COURSE INFORMATION

1. REQUESTED RUBRIC, COURSE NUMBER, AND CORE DESIGNATION (IF ANY)

> HSTR 435

2. COURSE TITLE

>Latin America: Human Rights

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> Throughout the twentieth century, violence convulsed virtually every corner of Latin America, leading to extreme violations of human rights. Violence took many different forms, from overt wars to more hidden structural inequalities. Likewise, human rights abuses ranged from torture and massacres to institutionalized discrimination. In this seminar, offered by the Department of History and Philosophy, we will work toward a better understanding of the phenomena of violence and human rights abuses by examining specific case studies from the Latin America region.

Course Objectives include:

(1) LEARNING FUNDAMENTAL PRINCIPLES, GENERALIZATIONS, OR THEORIES

• Students will learn international principles relating to human rights, genocide, and torture, and be able to connect these principles to case studies

• Students will understand the concepts of structural violence and political violence, the significance of the national security doctrine, counter-insurgency, and counter-terrorism, and the relation between these concepts and case studies

(2) GAINING EXPERIENCE WITH THE HISTORIAN’S CRAFT

• Students will develop knowledge through active reading & discussion (oral & written)

• Students will compare different perspectives and types of representation

• Students will apply course materials (connecting principles, concepts, and theories to case studies and current events)

(3) ACQUIRING AN INTEREST IN LEARNING MORE BY ASKING QUESTIONS AND SEEKING ANSWERS

• Students will recognize gaps in knowledge about Latin America and the United States

• Students will ask difficult questions worthy of consideration
• STUDENTS WILL THINK MORE CRITICALLY ABOUT ISSUES RELATING TO VIOLENCE AND HUMAN RIGHTS IN BOTH HISTORICAL AND CONTEMPORARY CASES.

4. BASED ON WHAT TYPES OF STUDENT WORK (E.G., TESTS, HOMEWORK ASSIGNMENTS, PAPERS, PERFORMANCES, ETC.) WILL GRADES BE DETERMINED?

> I WILL EVALUATE STUDENT LEARNING BASED ON PRE- AND POST-TESTS; ENGAGEMENT, COLLABORATION, AND LEADERSHIP (PARTICIPATION); A TERM RESEARCH PAPER, A GROUP PRESENTATION; INFORMAL IN-CLASS WRITING ASSIGNMENTS AND PEER REVIEW WORKSHOPS.

5. PROVIDE A COURSE CONTENT OUTLINE CONTAINING ALL MAJOR TOPICS PLUS A BRIEF DESCRIPTION OF THE MATERIAL TO BE COVERED UNDER EACH MAJOR TOPIC HEADING.

OUR WORK DEVELOPS IN FOUR PARTS, AS FOLLOWS:


PARTS II AND III: EXAMINATION OF SPECIFIC CASE STUDIES. MOST OF OUR ATTENTION WILL GO TO EL SALVADOR, GUATEMALA, AND ARGENTINA, BUT WE WILL PLACE THEM INTO CONVERSATION WITH OTHER COUNTRIES. WE WILL ALSO EXPLORE REGIONAL AND GLOBAL NETWORKS OF TERROR. WHAT EXACTLY HAPPENED, AND WHY? WHO WAS RESPONSIBLE? HOW ARE THE CASES SIMILAR, AND WHAT MAKES EACH DISTINCT? HOW DO DIFFERENT PEOPLE REPRESENT EVENTS? HOW HAVE REPRESENTATIONS CHANGED OVER TIME?


6. LIST REQUIRED TEXTS OR OTHER REQUIRED REFERENCES.

> READING LIST DRAWS FROM THE FOLLOWING:


9. Additional texts. We will also read numerous articles, chapters, book excerpts, and documents. These texts will be available on the course website. They include, but are not limited to:


7. **What are the estimated enrollment and student credit hour (SCH) production?**

   \[ \text{SCH} = (\text{enrollment} \times \text{credits}) \]

   \[ > 40 \times 3 = 120 \]
8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

> The enrollment cap will be 40 students; this is a typical cap for an upper division history course.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> No

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> A comparison of the pre-test (given on day one or two) and the post-test (given toward the end of the course) will illustrate the extent to which we meet several of the course objectives. Critical incident questionnaires, given at several points through the term, will help to ensure that students and instructor are making consistent progress toward the end objectives. And, ultimately, the course will be assessed under the direction of the Department Head of History & Philosophy, who will assess learning outcomes and course success through conversation with the instructor and students as well as through evaluations submitted at the conclusion of the course.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> The proposed instructor, Dr. Molly Todd, is a tenure-track faculty member in the Department of History and Philosophy.

Level of Offering

12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> It was offered as a Special Topics (491) course in spring 2014 at Montana State University. Ten students enrolled, ranging from sophomores to seniors. In addition, versions of the course have been offered at two other institutions; listed as a 300-level and a 400-level course, it attracted a wide range of student levels including junior and senior undergraduates, graduate students, and a handful of retiree auditors. Students have come from across the disciplines; the majority were in history, but it also drew significant numbers from international and Latin American Studies programs, Spanish, anthropology, and political science.

13. Justify the level of course offering.

> The class is designed for advanced history majors and students in Latin American Studies. Although no background is necessary in either conflict studies or the specific case studies,
BACKGROUND IN BASIC HISTORICAL STUDIES IS EXPECTED. Thus, students with a couple years of college and a basic background in history will have the foundations to be successful in this course.

**Relationship to Other Courses, Curricula, and Departments**

14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

>“Human Rights in Latin America” builds on the themes and methods introduced in HSTR 130D (an introductory survey of Latin America). It also may interconnect thematically with HSTR 430 (Modern Latin American Social History) and HSTR 436 (Armed Conflict in Latin America).

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

>As noted above, “Human Rights in Latin America” builds on the themes and methods introduced in HSTR 130D. Rather than a general survey approach to multiple centuries, however, this course focuses on a shorter time span and uses case study methods to promote in-depth examination. Moreover, rather than simply introduce students to basic historical analysis, this course assumes those skills are already in place; assignments, therefore, expect students to delve more deeply into research and argumentation.

Parts of HSTR 430 may address the same time period and countries as “Human Rights in Latin America.” The same instructor (Todd) teaches both 430 and the proposed course; she therefore ensures that the two courses interconnect but do not overlap. For example, the fall 2013 rendition of HSTR 430, which focused on social movements in twentieth century Latin America, included a broad range of case studies – from the Mexican Revolution to resistance against the military dictatorship in Brazil. The spring 2014 rendition of the proposed course included only Cold War case studies and briefly touched on Brazil’s military dictatorship. Thus, students who took both classes did not repeat course material; they may have briefly examined the same countries/cases but they did so from entirely different perspectives and contexts.

Similarly, parts of HSTR 436 may address similar themes as the proposed course. Yet HSTR 436 is only offered during the summer, and it is taught by James Martin, an instructor of Spanish in the Department of Modern Languages. In the unlikely case that a student enrolls in both HSTR 436 and the proposed course, they will not repeat course material; they may examine a similar theme or two, but they will do so with different sources and with different instructors.

In short, “Human Rights in Latin America” will connect to other courses without duplicating them.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> This course is being proposed to complement the upper division course offerings in both the Department of History & Philosophy and the Latin American and Latino Studies program. It is not intended to draw students away from other programs or tracks.
17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate N/A.

> As noted above, the course is designed with both history and Latin American Studies students in mind. Students with Spanish and/or Portuguese language proficiency may opt to do the main readings in the original language (either separate from or alongside the English translations); they may also do some of their writing assignments in Spanish/Portuguese. Depending on interest, I will arrange separate meetings with Spanish/Portuguese speakers. These options are intended to supplement student learning in this course, and to provide students additional spaces for practice and mastery of non-English languages.

Students Served

18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> Although the class is designed for advanced history majors and upper-level students in Latin American Studies, it will also be of interest to others including those in Spanish, anthropology, and political science. Because the course addresses a wide range of themes relevant to violence (economics, politics, social relations, etc.) and because the assigned readings are varied (journalistic accounts, novels, historical and anthropological monographs, etc.), the course will be relevant and accessible to a variety of students.

Resources

19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> N/A

20. What existing information resources — print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) — provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> In addition to the required texts we will view multiple films and documentaries (portions and full). Some examples include “Chronicle of an Escape,” “The Official Story,” “Maria’s Story,” and “Discovering Dominga.” In preparing for their presentations, students will conduct research, using the MSU collection and library resources (e.g., journal databases, WorldCat, etc.)

Other Supporting Material

21. Include any additional information you feel is needed to support this request.
> PLEASE SEE THE ATTACHED DRAFT SYLLABUS.
Course Description
Throughout the mid- and late twentieth century, violence convulsed virtually every corner of Latin America. Violence took many forms: coups d'état, military dictatorships, and state-sponsored terrorism; foreign interventions and occupations; armed opposition movements and civil wars; and the crimes of drug cartels and street gangs. Violence also took less overt forms, including institutionalized discrimination and structural inequalities. In this seminar, we will work toward a better understanding of the phenomenon of state-led violence and terror in Cold War Latin America. Our work develops in four parts, as follows:

Part I: Exploration of the concepts of violence & human rights. How have scholars before us approached the topic of violence? How have they come to define and explain violence? What are “Human Rights” and who defines these rights? What have human rights (and their abuses) looked like in the Latin American context?

Parts II and III: Examination of specific case studies. Most of our attention will go to El Salvador, Guatemala, and Argentina, but we will place them into conversation with other countries. We will also explore regional and global networks of terror. What exactly happened, and why? Who was responsible? How are the cases similar, and what makes each distinct? How do different people represent events? How have representations changed over time?

Part IV: Exploration of legacies of violence. How have Latin American societies grappled with past human rights abuses? What do “accountability,” “truth,” and “justice” mean? What parallels can be drawn between “then & there” and “now and here”?

This is a reading-intensive seminar designed for advanced history majors, students in Latin American and Latino Studies, and those with special interest in the topic. Although no background is necessary in the specific case studies or conflict studies more generally, background in basic historical studies is expected of all students enrolled in this course.

Course Objectives
1. Learning fundamental principles, generalizations, and theories including
   (a) international principles relating to human rights, genocide, and torture
   (b) the concepts of structural violence and political violence
   (c) the doctrines of national security, counter-insurgency, and counter-terrorism

2. Gaining experience with the historian’s craft by
   (a) developing knowledge through active reading and discussion (oral and written)
   (b) comparing different cases, perspectives, and types of representation
   (c) applying course material (connecting principles, concepts, and theories to case studies and current events)

3. Acquiring an interest in learning more by
   (a) recognizing the gaps in our knowledge about Latin America and the United States, which will inspire surprise and (perhaps) dismay
   (b) asking difficult questions worthy of consideration
   (c) thinking more critically about issues relating to violence and human rights in both historical and contemporary cases

Texts Used in Course
We will use the following texts. English language versions are available for purchase at the MSU bookstore and most may be checked out at the reserve desk in the library. You may opt to read the original Spanish-language versions and,
depending on interest, we may arrange for Spanish-language discussions. Additional materials will be available on the course website or through a library database; these are marked with an asterisk (*) on the schedule.


**Expectations & Assignments**

All graded components in this course directly relate to the above listed course objectives. What follows is a general outline of the course expectations and assignments, along with the weight of each toward the final grade.

**1) Engagement, Collaboration & Leadership (ECL): 40% of course grade**

a) **General engagement - 20 pts.** An “A” grade in ECL requires a solid combination of the following: arriving to class regularly and on time; arriving to class having already completed the readings and assignments listed on the schedule for that day; offering frequent, voluntary, and substantive contributions to class discussions and group work; willingness to take the lead on occasion (e.g., being the first to speak; shifting the discussion in new directions by posing a question; playing “the devil’s advocate” and challenging a classmate or the instructor); willingness to take intellectual risks; active engagement, even when not speaking (e.g., following discussion; if called on, being able to respond appropriately); and following course and college policies.

b) **Discussion leadership - 2 @ 10 pts each = 20 pts.** You will work with another classmate or two and the instructor to facilitate discussion for two class meetings during the semester.

c) **Reading quizzes -- 10 points total.** On many days, we will begin class with a quiz based on the reading assignment for that day. In addition to emphasizing the importance of reading as a key component of this course, the quizzes will help me assess your understanding of the materials and your intellectual responses to them. They may also serve as a starting point for in-class discussions.

**2) Case Study: 60% of course grade**

Select from the provided list of case studies and complete the following:

a) **Research essay (8-10 pages)**

b) **Presentation (approx. 5 min)**

Additional information will be provided in class.
READING SCHEDULE

Key:
• = reading from required texts
* = material posted on the course website (D2L) or available through a library database or other website (instructions provided)

UNIT I - FOUNDATIONS: PRINCIPLES & THEORIES

Unit 1 questions to consider
What is the main argument/point of each article? To what extent do you agree with each author?
How can we define violence? How do we define “human rights”?
What is political violence? What is structural violence? How are they the same? Distinct?
What is the relationship between violence and power?
What is agency? How does violence circumscribe individual agency?
How does violence happen?
Who are the perpetrators? Why do they commit violent acts?
Who are the victims?
What role does gender and sex play in violence?
What are the short- and long-term effects of violence and human rights abuses?

Class 1
Class Introduction

Class 2
Structures of Power and Violence

Class 3
Torture
Discuss

Class 4
Cultures of Fear

Class 5
The Authority of Violence
* Crelinsten, Ronald. “In Their Own Words: The World of the Torturer,” 141-52.

**Class 6**  
**Human Rights**
Begin reading  

**Class 7**  
**International Conventions and Humanitarianism**
Make progress on  
• Cardenas, *Human Rights*, 21-79

**Class 8**  
**Terror in the Latin American Context**
Discuss  
• Cardenas, *Human Rights*, 21-79

Begin reading  
• Argueta, Manlio. *One Day of Life [Un Día en la Vida]*

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**UNIT II: CENTRAL AMERICA**

**Class 9**  
**The Central American “Civil Wars”**
Make progress on  
• Argueta, *One Day of Life [Un Día en la Vida]*

**Class 10**  
**El Salvador I**
Discuss  
• Argueta, *One Day of Life*

**Classes 11-13**  
**El Salvador II**
Read  
• Binford, *The El Mozote Massacre*

**Class 14**  
**El Salvador III**
Discuss  
• Binford and *Men with Guns*

Make progress on readings for next class

**Class 15**  
**Guatemala I**
Discuss  
  * Jacinta G., Testimony, available at  
  * Domingo L., Testimony, available at  
  <http://www.gwu.edu/~nsarchiv/guatemala/genocide/round2/may29.pdf>

**Class 16**  
**Death Squads**
Discuss  

Class 17
Guatemala II
Discuss
* Guatemalan Death Squad Dossier. At http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB15/.
--Read the introductory page/press release
--Closely examine the Color PDF of the dossier (via link on press release page)
--Peruse other links and documents that call your attention

Class 18
No class meeting; exchange for evening film viewing during Unit 3

Class 19
No class meeting; exchange for evening film viewing during Unit 3

Class 20
No class meeting; exchange for evening film viewing during Unit 3

Class 21
Guatemala and El Salvador
Discuss articles by Rodman, Torres, and Todd.

UNIT III: THE SOUTHERN CONE

Class 22
“Dirty War” in South America
Begin • Partnoy, Alicia. The Little School [La Escuelita]

Class 23
Argentina I
Discuss • Partnoy, The Little School

Class 24
Argentina II
UNIT IV: RECKONINGS & LEGACIES

Unit IV questions to consider:

How do people and societies remember periods of state-led violence? How do they address past human rights abuses? What conflicts arise?

What is truth? Justice? Are there layers or varieties of each? If so, which ones “weigh” more? What is accountability? What is impunity? Can/Should impunity be overcome? If so, how?

To what extent do “official” truth commissions, trials, and other efforts help societies’ wounds heal? To what extent do “unofficial” efforts help societies’ wounds heal?
**Class 42**  
*Human Rights in Latin America*

Discuss  

**Classes 43-44**  
*Settling Accounts I*


Read  
- Weschler, Lawrence. *A Miracle, A Universe: Settling Accounts with Torturers*

**Class 45**  
*Settling Accounts II*

Discuss  
- Weschler and *Death and the Maiden*

**Class 46**  
*Perpetrator’s Confessions*

Discuss  

**Class 47**  
*Challenging Impunity through Court Trials*

Discuss  
- Materials TBA

**Class 48**  
*Documenting Atrocities*

Discuss  

**Class 49**  
*Exhuming the Dead*

Discuss  

-- Read entire page (introduction)
-- Peruse other links/documents that call your attention

- Binford, 116-39 [review from Unit II]

**Class 50**  
*Monuments, Museums, and Other Memory Sites*

Discuss  
- Binford, 171-91 [review from Unit II]

**Class 51**  
*Acts of Memory and Protest*
Discuss


* Brodsky, Marcelo. *Good Memory Project.* Explore the project website at <http://www.zonezero.com/exposiciones/fotografos/brodsky/>. Pay special attention to:
  -- *Introductions:* read the various introductory comments
  -- *Group Photograph:* examine closely (be sure to mouse over image, click on various faces...)
  -- *The Memory Bridge:* read this page and click on link for “The exhibit in the hall”
  -- Other pages/links that strike your interest.

* Brodsky, Marcelo. Go to: <http://www.marcelobrodsky.com/intro.html>
  -- Click on “Artistic Projects 02”
  -- Click on “IV” (Buena memoria; includes video of The Memory Bridge)
  -- Click on “XVII” (Blood Ties; view photos and video)
  -- Peruse other projects. Consider the following:
    VI Nexo, Exiles
    X Nexo, The Archives
    XII Nexo, The Condemned of the Earth (re: the burning of books)
    XVIII Tint the Fountains Red
    XXI Memory under Construction, (re: turning ESMA into a museum)

Class 52

Course conclusion