

Modern Latin America

HIST 4369-001

Monday through Friday, 9:00-10:40 AM

HPR 252

3 Credit Hours

Dr. Colin Snider
BUS 267
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Office Hours:
M-T-W, 10:45-11:45 AM
Or by appointment

Description

This course offers a graduate-level study of the scholarship in Latin American History through the lens of human rights. It is designed to help graduate students simultaneously become familiar with the history and historiography of modern Latin American history and the conceptual and practical components of human rights on a more global scale. At the same time, this course will help students explore the various types of history that historians embrace.

More specifically, this course has been designed to familiarize graduate students with the general narrative of modern Latin American history while also introducing them to many of the fundamental paradigms and analytical models that shape the field of history today. Students will be introduced to a wide array of forms of historical analysis, interpretation, conceptualization, theorization, and sources currently used in the historical profession so that students can identify and apply them. Core readings will be drawn from recent scholarship on human rights in modern Latin America that will both reveal what recent trends have developed, even while addressing some of the older scholarship and issues that historians have confronted across the past several decades. This course should help you not only to better understand the modern history of Latin America, but also to help you identify the kind of historian you are or hope to become and provide analytical tools to achieve your intellectual, personal, and professional goals.

Objectives

This class is designed to strengthen graduate students' abilities to provide critical and original analysis of historical processes, events, and monographs, even while introducing them to the history and historiography of Modern Latin America at the local, regional, national, and global levels. Drawing on a variety of monographs across a number of countries and subfields in history, this class will sharpen graduate students' abilities in critical thinking, analysis, and writing, even while helping them to apply an understanding of Latin American history to current events at the local, national, and global levels.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills:

- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, students will:

- Become familiar with the general social, cultural, and political history of modern Latin America.
- Become familiar with the broad historiographical debates and issues that have defined human rights issues in Latin American history.
- Develop the ability to think critically about historical monographs, including the merits or demerits of their source base, the quality of their arguments, and their contributions to the broader field of historiography, in and beyond Latin America.
- Become familiar with the academic, theoretical, and conceptual debates and issues surrounding human rights.
- Become familiar with the theoretical and conceptual frameworks that historians employ in analyzing historical processes.
- Become familiar with what Modern Latin American history reveals about world history and historical process.
- Become familiar with and consider how trends in Latin American history can inform our understanding of history, cultures, societies, and peoples in other parts of the world.
- Understand the ways in which different societies conceptualize and construct identities with in terms of race, class, gender, ideology, and other categories of analysis.

Required Readings

Students are required to complete *all* of the readings for the course. As this is a graduate readings seminar, students are expected to complete one book a week. The books are as listed below.

- Cardenas, Sonia. *Human Rights in Latin America: A Politics of Terror and Hope*. Philadelphia: University of Pennsylvania Press, 2011. [ISBN: 978-0812221527]
- Esparza, Marcia, Henry R. Huttenbach, and Daniel Feierstein, eds. *State Violence and Genocide in Latin America: The Cold War Years*. Reprint Edition. New York:

Routledge, 2013. [ISBN: 978-0415850834]

Stites Mor, Jessica. *Human Rights and Transnational Solidarity in Cold War Latin America*. Madison: University of Wisconsin Press, 2013. [ISBN: 978-0299291143]

Kelly, Patrick William. *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics*. Cambridge: Cambridge University Press, 2018. [ISBN: 978-1316615119]

Course Requirements:

There are two major elements that will make the totality of your grade in this seminar-style course: participation, and a 5000-6000 word historiographic essay on some aspect of human rights in Latin America.

Participation will make up 30% of your grade. Of course, participation means coming to class well prepared and participating every class. **Three unexcused absences will result in a failing grade for the course.** As part of your participation grade, you must submit at least two questions or comments on the assigned readings no later than 7 p.m. every Wednesday when we are meeting. Graduate students will have their own class where they will have a seminar-style course every Thursday. Unless otherwise noted, they will not be required to attend classes on Fridays.

Participation also involves courtesy. I expect and anticipate healthy debate and my classroom tends towards informality. However, disruptive behavior, disrespect towards fellow students or the professor, personal insults, or unnecessary profanity will result in: 1. a warning 2. expulsion from an individual class meeting. 3. being dropped from the class.

A historiographic essay will make up 70% of your grade. This paper is to be 5000-6000 words in length. The paper is due at **11:59 PM, Friday, July 6**. This essay will analyze the state of research in a particular subject or aspect of human rights in modern Latin American history. This essay will include a **minimum** of four historical monographs, with no more than **one** coming from the assigned readings for the semester. To aid the student in selecting a topic or/and theme, there is a bibliography attached at the end of this syllabus providing a thematic sampling of the works available for review. Students are expected to meet with Dr. Snider in **week 2** to select a topic.

Grades

Based on the assignments outlined above, your grade breaks down as follows:

Attendance and Participation	30%
Final Historiographic Essay	70%
TOTAL	100%

The grading scale will be the standard grading scale: A (90-100), B (80-89), C (70-79), D (60-69), and F (<60)

Suggested supplemental resources:

For the final paper, students are expected to use the Chicago style. Students seeking general guidelines, aid, or reminders of Chicago's format may want to consult either of the two following guides to help you in formatting along these lines.

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Eighth Edition. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. Sixteenth Edition. Chicago: University of Chicago Press, 2010.

Attendance and Makeup Policy

Because this is an accelerated and condensed summer course, students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than three unexcused absences will result in a failing grade for the course grade. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. There are no exams that will require makeup in this course. However, students must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

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Classroom Etiquette

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you do not want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit

- near the door and leave in a quiet fashion.
- **Put away your cell phones:** Yes, in this time, it is very easy to become compulsive about checking phones. However, you are here to learn; excepting in the case of an emergency, please do not take out your phones, answer your phones, send text messages in class, play games on your phone, or otherwise use your phone as a distraction, as it is both distracting to yourself and your colleagues and disrespectful to all in the classroom (including yourself). If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.
 - **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and for every two unexcused absences, a student's **final** grade will drop by a full letter (10% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused and an assignment possibly made up. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide documentation in order for an absence to be excused, and it remains the professor's prerogative to determine what is or is not an excusable absence. Students also must put forth every effort to submit their assignments on time. Each day an assignment is late will result in a reduction of one-letter grade from the assignment. Assignments more than one week late will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

Syllabus Notice

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Academic Integrity

Student Standards of Academic Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-

Mandated Course

Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. (Revised 05/17)

Student Absence for University-Sponsored Events and Activities If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and

Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler a Tobacco-Free University All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Campus Carry We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Course Schedule

Week 1: Defining Human Rights

Readings: Cardenas, Human Rights in Latin America

Monday, June 4 – Introduction

Tuesday, June 5 – What *Are* Human Rights?

Wednesday, June 6 – Concepts of Human Rights from Antiquity to Enlightenment

Thursday, June 7 – Human Rights in Latin America

Discussion of Cardenas, *Human Rights in Latin America* [**Graduate Students Only**]

Friday, June 8 – Historical Notions of Human Rights

Discussion of Primary Sources available on Canvas [**Undergraduate Students Only**]

Week 2: Establishing Human Rights

Readings: Esparza et al, State Violence and Genocide in Latin America

Monday, June 11 – **NO CLASS** – Research Day

Tuesday, June 12 – Defining Rights in the Enlightenment

Wednesday, June 13 – Codifying Human Rights in the 20th Century

Thursday, June 14 – The State and Human Rights Violations in Latin America

Discussion of Esparza et al, *State Violence and Genocide in Latin America* [**Graduate Students Only**]

Friday, June 15 – Towards International Human Rights

Discussion of Primary Sources available on Canvas [**Undergraduate Students Only**]

Week 3: Research Week

Readings: None [work on historiographic essay]

Monday, June 18 – The Limits of Codification: Human Rights Violations and Mobilization in the 20th Century

Tuesday, June 19 – Theorizing and Legislating Human Rights into the 21st Century

Discussion of Primary Sources available on Canvas [**Undergraduate Students Only**]

Wednesday, June 20 – Research Day (No Class)

Thursday, June 21 – Research Day (No Class)

Friday, June 22 – Research Day (No Class)

Week 4: Violating Human Rights

Readings: Stites Mor, Human Rights and Transnational Solidarity in Cold War Latin America

Monday, June 25 – Genocide and the Fight for Human Rights

Tuesday, June 26 – State-Led Violence and the Fight for Human Rights

Wednesday, June 27 – The Birth of a New Era: Human Rights Mobilization, 1970s-1980s

Thursday, June 28 – Transnational Networks and Human Rights Mobilization

Discussion of Stites Mor, *Human Rights and Transnational Solidarity in Cold War*

Latin America [Graduate Students Only]

Friday, June 29 – The Experience of Human Rights Violations

Discussion of Loung Ung's *First They Killed My Father* [Undergraduate Students Only]

Week 5: Defending Human Rights

Readings: Kelly, Sovereign Emergencies

Monday, July 2 – Human Rights Struggles, 1990s-2010s

Tuesday, July 3 – Expanding Human Rights in the Twenty-First Century

Wednesday, July 4 – **NO CLASS (Holiday)**

Thursday, July 5 – Demanding Human Rights in Latin America

Discussion of Kelly, *Sovereign Emergencies* [Graduate Students Only]

Friday, July 6 – Everyday Activism and Human Rights

Discussion of Arditti, *Searching for Life* [Undergraduate Students Only]

Selected Bibliography

Below is a selected bibliography of works that pertain to human rights in Latin America. While representative, it is in no way exhaustive, and students are welcome to include other works outside of this bibliography as they select their historiographical essay topic and readings.

Abad, Héctor. *Oblivion: A Memoir*. Translated by Anne McLean and Rosalind Harvey. New York: Farrar, Straus and Giroux, 2010.

Adams, Jacqueline. *Art Against Dictatorship: Making and Exporting Arpilleras Under Pinochet*. Austin: University of Texas Press, 2014.

Alves, Maria Helena Moreira. *State and Opposition in Military Brazil*. Austin: University of Texas Press, 1985.

Anderson, Martin Edwin. *Dossier Secreto: Argentina's Desaparecidos and the Myth of the "Dirty War"*. Boulder, CO: Westview Press, 1993.

Andreozzi, Gabriele, ed. *Desaparición: Argentina's Human Rights Trials*. Leipzig: Peter Lang AG, 2014.

Arce, Luz. *The Inferno: A Story of Terror and Survival in Chile*. Translated by Stacy Alba Skar. Madison, WI: University of Wisconsin Press, 2004.

Arditti, Rita. *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina*. Berkeley: University of California Press, 1999.

Argentine National Commission on the Disappeared. *Nunca Mas: The Report of the Argentine National Commission on the Disappeared*. New York: Farrar, Straus, and Giroux, 1986.

Atencio, Rebecca J. *Memory's Turn: Reckoning with Dictatorship in Brazil*. Madison, WI: University of Wisconsin Press, 2014.

Bakiner, Onur. *Truth Commissions, Memory, Power, and Legitimacy*. Philadelphia: University of Pennsylvania Press, 2015.

Baldez, Lisa. *Why Women Protest: Women's Movements in Chile*. Cambridge: Cambridge University Press, 2002.

Berryman, Phillip E. *Report of the Chilean National Commission on Truth and*

- Reconciliation*. South Bend, IN: University of Notre Dame Press, 1993.
- Bilbija, Ksenija, Jo Ellen Fair, Cynthia E. Milton, and Leigh A. Payne, eds. *The Art of Truth-Telling about Authoritarian Rule*. Madison, WI: University of Wisconsin Press, 2005.
- Bilbija, Ksenija, and Leigh A. Payne, eds. *Accounting for Violence: Marketing Memory in Latin America*. Durham: Duke University Press, 2011.
- Bouvard, Marguerite Guzman. *Revolutionizing Motherhood: The Mothers of the Plaza de Mayo*. Wilmington: SR Books, 2002.
- Brazil Archdiocese of São Paulo. *Torture in Brazil: A Shocking Report on the Pervasive Use of Torture by Brazilian Military Governments, 1964-1979, Secretly Prepared by the Archdiocese of São Paulo*. Austin: University of Texas Press, 1998.
- Brennan, *Argentina's Missing Bones: Revisiting the History of the Dirty War*. California: University of California Press, 2018.
- Burt, Jo-Marie. *Political Violence and the Authoritarian State in Peru*. New York: Palgrave Macmillan, 2007.
- Calderón, Fernando Herrera, and Adela Cedillo, eds. *Challenging Authoritarianism in Mexico: Revolutionary Struggles and the Dirty War, 1964-1982*. New York: Routledge, 2012.
- Carassai, Sebastián. *The Argentine Silent Majority: Middle Classes, Politics, Violence, and Memory in the Seventies*. Durham: Duke University Press, 2014.
- Carey, Elaine. *Plaza of Sacrifices: Gender, Power, and Terror in 1968 Mexico*. Albuquerque: University of New Mexico Press, 2005.
- Carlson, Eric. *I Remember Julia: Voices of the Disappeared*. Philadelphia: Temple University Press, 1996.
- Ching, Erik. *Authoritarian El Salvador: Politics and the Origins of the Military Regimes, 1880-1940*. South Bend, IN: University of Notre Dame Press, 2014.
- Ching, Erik. *Stories of Civil War in El Salvador: A Battle over Memory*. Chapel Hill: University of North Carolina Press, 2016.
- Chirio, Maud. *Politics in Uniform: Military Officers and Dictatorship in Brazil, 1960-1980*.

- Pittsburgh: University of Pittsburgh Press, 2018.
- Constable, Pamela, and Arturo Valenzuela. *A Nation of Enemies: Chile under Pinochet*. New Edition. New York: W. W. Norton & Company, 1993.
- Cowan, Benjamin. *Securing Sex: Morality and Repression in the Making of Cold War Brazil*. Chapel Hill: University of North Carolina Press, 2017.
- Cowan, Benjamin. "‘Why Hasn’t This Teacher Been Shot?’ Moral-Sexual Panic, the Repressive Right, and Brazil’s National Security State." *Hispanic American Historical Review* 93:2 (August 2012): 403-436.
- Cox, David. *Dirty Secrets, Dirty War: The Exile of Robert J. Cox (Buenos Aires, Argentina: 1976-1983)*. Charleston, SC: Evening Post Publishing Company, 2008.
- Danner, Mark. *The Massacre at El Mozote*. New York: Vintage, 1994.
- Dávila, Jerry. *Dictatorship in South America*. New York: Wiley-Blackwell, 2013.
- Degregori, Carlos. *How Difficult It Is to Be God: Shining Path’s Politics of War in Peru, 1980-1999*. Madison: University of Wisconsin Press, 2012.
- Díaz de León, Aída, Marina Llorente, and Marcella Salvi, eds. *Sites of Memory in Spain and Latin America: Trauma, Politics, and Resistance*. Lanham, MD: Lexington Books, 2015.
- Dinges, John. *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents*. New York: The New Press, 2004.
- Ensalaco, Mark. *Chile under Pinochet: Recovering the Truth*. Philadelphia: University of Pennsylvania Press, 1999.
- Esparza, Marcia, and Carla de Ycaza, eds. *Remembering the Rescuers of Human Rights Crimes in Latin America*. Lanham, MD: Lexington Books, 2016.
- Feitlowitz, Marguerite. *A Lexicon of Terror: Argentina and the Legacies of Torture*. Revised and Updated Edition. New York: Oxford University Press, 2011.
- Ferrara, Anita. *Assessing the Long-Term Impact of Truth Commissions: The Chilean Truth and Reconciliation Commission in Historical Perspective*. New York: Routledge, 2014.

- Finchelstein, Federico. *The Ideological Origins of the Dirty War: Fascism, Populism, and Dictatorship in Twentieth Century Argentina*. Oxford: Oxford University Press, 2014.
- Fisher, Jo. *Mothers of the Disappeared*. Cambridge, MA: South End Press, 1989.
- Fisher, Jo. *Out of the Shadows: Women, Resistance, and Politics in South America*. New York: Monthly Review Press, 1993.
- Garrard-Burnett, Virginia. *Terror in the Land of the Holy Spirit: Guatemala under General Efraín Ríos Montt, 1982-1983*. Oxford: Oxford University Press, 2010.
- Gates-Madsen, Nancy. *Trauma, Taboo, and Truth-Telling: Listening to Silence in Postdictatorship Argentina*. Madison: University of Wisconsin Press, 2016.
- Gavrilán Sanchez, Lurgio. *When Rains Became Floods: A Child Soldier's Story*. Durham: Duke University Press, 2015.
- Gill, Leslie. *The School of the Americas: Military Training and Political Violence in Latin the Americas*. Durham: Duke University Press, 2004.
- Goldman, Francisco. *The Art of Political Murder: Who Killed the Bishop?* New York: Grove Press, 2008.
- González-Rivera, Victoria, and Karen Kampwirth, eds. *Radical Women in Latin America: Left and Right*. University Park, Pennsylvania: The Pennsylvania State University Press, 2001.
- Grandin, Greg. "Human Rights and Empire's Embrace: A Latin American Counterpoint." In *Human Rights and Revolutions*, edited by Jeffrey N. Wasserstrom, Greg Grandin, Lynn Hunt, and Marilyn B. Young, 191-212. Plymouth, England: Rowman & Littlefield Publishers, Inc., 2007.
- Grandin, Greg. "The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala." *American Historical Review* 110:1 (2005): 46-67.
- Grandin, Greg. *The Last Colonial Massacre: Latin America in the Cold War*. Updated Edition. Chicago: University of Chicago Press, 2011.
- Grandin, Greg. *Who Is Rigoberta Menchú?* London: Verso Books, 2011.

- Green, James N. "(Homo)sexuality, Human Rights, and Revolution in Latin America." In *Human Rights and Revolutions*, edited by Jeffrey N. Wasserstrom, Greg Grandin, Lynn Hunt, and Marilyn B. Young, 139-154. Plymouth, England: Rowman & Littlefield Publishers, Inc., 2007.
- Green, James N. *We Cannot Remain Silent: Opposition to the Brazilian Military Dictatorship in the United States*. Durham: Duke University Press, 2010.
- Guest, Iain. *Behind the Disappearances: Argentina's Dirty War against Human Rights and the United Nations*. Philadelphia: University of Pennsylvania Press, 1990.
- Hayner, Priscilla B. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. Second Edition. New York: Routledge, 2011.
- Hite, Katherine. *Politics and the Art of Commemoration: Memorials to Struggle in Latin America and Spain*. New York: Routledge, 2013.
- Htun, Mala. *Sex and the State: Abortion, Divorce, and the Family under Latin American Dictatorships and Democracies*. Cambridge: Cambridge University Press, 2003.
- Huggins, Martha K. *Political Policing: The United States and Latin America*. Durham: Duke University Press, 1998.
- Huggins, Martha K., Philip G. Zombardo, and Mika Haritos-Fatouros. *Violence Workers: Police Torturers Reconstruct Brazilian Atrocities*. Berkeley: University of California Press, 2002.
- Jelin, Elizabeth. *State Repression and the Labors of Memory*. Minneapolis, MN: University of Minnesota Press, 2003.
- Kaiser, Susana. *Postmemories of Terror: A New Generation Copes with the Legacy of the "Dirty War"*. New York: Palgrave Macmillan, 2005.
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