Fall 2017
History 067

Digging Through the National Security Archive: South American “Dirty Wars” and the United States Involvement*

Diego Armus
Trotter 220
Phone: 8094, e-mail: darmus1
Office Hours: T 2:30-3:30
TH 2:30-3:30
and by appointment

This course offers a critical examination of 1970s Southern Cone Latin American military dictatorships focusing on the making of coups d’état; the successful imposition of neoliberal economic agendas by military-civilian alliances; daily life under state terrorism; national security doctrines; and memories of the so-called “Dirty Wars”. As a research oriented course, the second half of the semester will be devoted to a rigorous exercise of investigation focused on the relations between those Latin American dictatorships and the United States using the National Security Archive (NSA) and other primary sources.

Requirements

1. Readings:
   
   Readings are listed in the course schedule below. All required readings and visual materials are available on Moodle and on the streaming video section of Moodle. In both cases they are marked in this syllabus with an (*). Some written materials are available on e-versions via Tripod. Most of the books indicated in this reading list are in reserve at McCabe.

2. Written Assignments

   This is a writing course. Two written assignments are mandatory.

   2.1. First research paper.

   At least 5/6 pages in length, this paper is meant to be a first exercise researching the available materials of the NSA. Early in the semester you

*This syllabus is not definitive. During the semester, please check Moodle on a weekly basis in order to access to the last version.
should discuss with me in the office potential lines or topics of research. Readings in the first half of the semester are supposed to give you tools for contextualization.

2.2 Final research paper.

At least 15 pages in length on a topic of your choice after consultation with me, this paper could be a deeper discussion of the subject you addressed in your first paper, this time adding new primary sources –from the NSA and elsewhere- and more specific secondary bibliography. Alternatively, this paper could focus your attention on a new topic based on an intense discussion of properly contextualized primary sources. In the preparation of this paper you will have to turn in on due dates an outline and a first rough draft. You will also present your work to the rest of the seminar by the end of the semester.

Additional information about these two written assignments will be provided in class. Completion of all written assignments is a requirement to pass the course. For those who are not familiar with modes of historical writing, writing conventions, and source documentation I strongly recommend to read Richard Marius and Melvin Page, A Short Guide to Writing about History 7th ed. (New York: Longman, 2010).

All final written assignments are due on electronic version. Please send them as Word document attachments by e-mail. Do not send PDFs.

3. Class participation:

It is my intention to run this course in a colloquium format. Consequently, readings must be completed prior to class. You should come to every class, be prepared with questions and thoughts about the readings and participate fully in the discussions. I strongly recommend writing a commentary, paragraph, several questions or a brief outline stating your initial reaction to the assigned weekly readings in order to facilitate your participation in class discussions. Active participation is vital to receiving a good final grade.

Unexcused absences will result in a lower grade. Students are responsible for letting me know if they have an illness or personal/family problem that necessitates absences from class.

Technology in the classroom can be both a blessing and a distraction. Electronic devices such as laptops and specially cell phones should be used strictly for note-taking purposes only or for in-class research exercises. We will rely on the honor code for the reinforcement of this rule, so please help me and your classmates in our effort to create a classroom environment that is conducive to learning and sharing.

4. Office hours
In order to answer questions that you might not have the opportunity to ask in class, to explore potential research topics, and to discuss research issues you are welcome to visit my office (Trotter 220) during my office hours or by appointment. To me it will also be an opportunity to get to know you, to learn more about your interests, and to see how I can best help you. Please do so early in the semester. Before assignment deadlines, I will make an effort to provide extra office hours, but it is always best to plan at least one week in advance if you anticipate needing any help.

5. Resources:
   Please check the Hist 67 Research Guide at Tripod-Research Guides-History: http://guides.tricolib.brynmawr.edu/hist090o

6. The History Department affirms the following student learning goals specific to the study of history:
   • Students will recognize and appreciate the differentness of the past and the diversity of other cultures and peoples, and gain an understanding of the processes and causes of change and continuity over time.
   • Students will acquire foundational knowledge of, and learn the issues, debates, and interpretations of historians for the complex making of historical processes.
   • Students will develop the ability to evaluate critically the arguments and analytical methods of historians, and learn to assess critically the evidence of the past through first-hand exposure to primary sources and historical research.
   • Students will develop the skills of clear and coherent historical writing as well as confident oral presentations.

7. If you are having medical or personal emergency, please contact the Dean’s Office. Also, it is your responsibility to inform me as soon as possible. If you miss too many classes we recommend that you withdraw from the course because it is not possible for us to grant extensions if you miss a significant portion of the course.

If you believe that you need accommodations for a disability, please contact the Office of Student Disability Services (Parrish 113W) or email studentdisabilityservices@swarthmore.edu to arrange an appointment to discuss your needs. As appropriate, the Office will issue students with documented disabilities a formal accommodations letter. Since accommodations require early planning and are not retroactive, please contact the Office of Student Disability Services as soon as possible. For details about the accommodations process, visit the Student Disability Service...
Website at http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service. You are also welcome to contact me privately to discuss your academic needs. However, all disability-related accommodations must be arranged through the Office of Student Disability Services.

Course Schedule.
Week 1
September 5
Introduction
Working with primary sources
Carr, “What is History?” (*)
How to analyze a primary source (*)

Check list on source citations (*)
Marius, Documenting your sources (*)
How to read primary sources (*)

September 7
Working with the National Security Archive
A conversation and research in-class exercise with Swarthmore librarian Sarah Elichko about the NSA. In order to get the most out of this encounter, please explore beforehand the following websites:

National Security Archive webpage:
http://nsarchive.gwu.edu/nsa/the_archive.html

http://search.proquest.com/dnsa_ar/productfulldescdetail?accountid=14194
http://search.proquest.com/dnsa_ar?accountid=14194

http://search.proquest.com/dnsa_ar/productfulldescdetail
http://search.proquest.com/dnsa_ar?accountid=14194

CIA Covert Operations: From Carter to Obama, 1977-2010
http://search.proquest.com/dnsa_co/productfulldescdetail
http://search.proquest.com/dnsa_co?accountid=14194
Digital National Security Archive:
Search all collections (Argentina, Chile, CIA Covert Ops):
http://search.proquest.com/dnsa?accountid=14194

To search through *all* of the documents we have access to in the DNSA, use this link instead:

**Week 2**
**September 12**
**Argentina I**
Romero, Luis Alberto. *Contemporary History of Argentina*, chaps 6 and 7 (*).

**September 14**
**Argentina II**
Wright, Thomas. “The Dirty War in Argentina”, in *State Terrorism in Latin America. Chile, Argentina and International Human Rights* (*).

Optional
Torre, Juan Carlos and Liliana de Riz. “Argentina 1946-1990”, in Bethell, Leslie (ed.) *Cambridge History of Latin America*, vol. 8 (online)

**Week 3**
**September 19**
**Argentina III**
Andersen, Martin. *Dossier Secreto. Argentina’s Desaparecidos and the Myth of the “Dirty War”*. (*)
Fagen, Patricia. “Repression and State Security”, in Corradi, Juan (ed.), *Fear at The Edge. State Terror and Resistance in Latin America* (*)

**September 21**
**Argentina IV**
Taylor, Diana. “Military Males, ‘Bad Women’, and a Dirty, Dirty War”, in *Disappearing Acts: Spectacles of Gender and Nationalism in Argentina’s “Dirty War”* (*)
Visual material:
*To Be a Mother in Latin America* (segment 10: “Plaza de Mayo Stolen Children”) (online)
*Las Abuelas de Plaza de Mayo and the Search for Identity: Children of Argentina’s “Disappeared”* (online)
*Las Madres: The Mothers of the Plaza de Mayo* (McCabe library)

**Week 4**
**September 26**
**The visual register: Argentina**
Rosenstone, “The Historical Film. Looking at the Past in a Post-literate Age” (*)
Anderman, Jens. *New Argentine Cinema* (*)

*Montoneros* (*)
*Cazadores de Utopías* (*)
*Los Rubios* (McCabe library)

Optional
*The Official Story* (*)
*The Secret In Their Eyes* (*)
*Clandestine Childhood* (*)

**September 28**
**Week 5**
**October 3**
**Chile I**
O’Shaughnessy, Hugh. *Pinochet. The Politics of Torture* (*)

**October 5**
**Chile II**
Wright, “Chile under State Terrorism”, in *State Terrorism in Latin America. Chile, Argentina and International Human Rights* (*)
Huneeus, Carlos. *The Pinochet Regime* (*)

**Week 6**
**October 10**
**Chile III**
Policzer, Pablo. The Rise and Fall of Repression in Chile (*)

October 12
Chile IV
Fruhling, Hugo. “Resistance to Fear in Chile: The Experience of the Vicaría de la Solidaridad”, in Corradi, Juan (ed.), Fear ad The Edge. State Terror and Resistance in Latin America (*)
Martínez, Javier. “Fear of the State, Fear of Society. On the Opposition Protests in Chile”, in Corradi, Juan (ed.), Fear ad The Edge. State Terror and Resistance in Latin America (*)
Chavkin, Samuel. The Murder of Chile. Eyewitness of the Coup (*)

Week 7
Fall Break

Week 8
October 24
The visual register. Chile
La Batalla de Chile (*)

Optional
Machuca (*)
No (*)

First paper Due. Send it on a Word version by email. No PDFs.

October 26
Regional coordination, military repression and the United States I
Esparza, Marcia et al. State Violence and Genocide in Latin America. The Cold Years, 1,2,3,5 (*)

Week 9
October 31
Regional coordination, military repression and the United States II
McSherry, J. Patrice. Predatory States: Operation Condor and Covert War in Latin America, 1,2,3,4,8 (*) (online)

November 2
Regional coordination, military repression and the United States III
Dinges, John. *The Condor Years. How Pinochet and His Allies Brought Terrorism to Three Continents* (*
Menjivar, Cecilia, (ed.). *When States Kill: Latin America, the U.S., and Technologies of Terror*, 1,3 (*)

**Week 10**
**November 7**
Individual meetings

**November 9**
Individual meetings

**Week 11**
**November 14**
Individual meetings
First outline and bibliography

**November 16**
Individual meetings

**Week 12**
**November 21**
Individual meetings
Extended outline or first rough draft

**November 23**
Thanksgiving. No class

**Week 13**
**November 28**
Individual meetings

**November 30**
In-class individual presentations about research topics, including information on primary and secondary sources.

**Week 14**
**December 5**
In-class individual presentations about research topics, including information on primary and secondary sources.
December 7
In-class individual presentations about research topics, including information on primary and secondary sources.

Week 15
December 12
In-class individual presentations about research topics, including information on primary and secondary sources.

December 27
FINAL PAPER DUE. Send it on a Word version by email. No PDFs. If you do not receive an acknowledgment message by December 28 it means I did not receive your paper.