Fall 2018  
History 067  

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

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Office Hours: T 4:00-5:00  
TH 10:15-11:15  
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. 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. All three written assignments are mandatory.  
2.1. First two papers.  
A 4/5 pages in length, these papers are meant to be exercises working with NSA documents. For the first paper –on the Argentine case- I will provide one or several documents that you are supposed to contextualize using the secondary bibliography we discussed in class. For the second paper –on the

*This syllabus is not definitive. During the semester, please check Moodle on a weekly basis in order to access to the last version.
Chilean case- you will select one or several documents that, as in the first assignment, you will contextualize. Swing by my office during office hours in order to exchange ideas about your selected documents for the second paper.

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 written assignments will be provided in class. Their completion 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 reading Richard Marius and Melvin Page, *A Short Guide to Writing about History* 7th ed. (New York: Longman, 2010) and specifically for citation purposes Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago Style for Students and Researchers* 8th ed. (Chicago: University of Chicago Press, 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 readings in order to facilitate your participation in class discussions. Active participation is vital to receiving a good final grade.

Students are required to attend all classes. Unexcused absences will result in a lower grade for the course. If you are having a medical or personal emergency, please contact the Dean’s Office as well as the instructor. It is your responsibility to inform me by email about it as soon as possible.

It is essential that you check your email on a regular basis. I will send updates -related to weekly readings and activities- by email.

Technology in the classroom can be both a blessing and a distraction. If you must use your laptop during class, you should turn off your Internet browsers and email clients. Laptops, phones and other electronic devices should
be used strictly for note-taking purposes only. 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 4
Introduction I

September 6
Introduction II
Working with primary sources
Carr, Edward H., “What is History?” (*)
Barnes, Julian The Sense of an Ending (*)

How to analyze a primary source (*)
How to read primary sources (*)

Week 2
September 11
Argentina I
Romero, Luis Alberto. Contemporary History of Argentina, chaps 6 and 7 (*)

September 13
Argentina II
Wright, Thomas. “The Dirty War in Argentina”, in State Terrorism in Latin America. Chile, Argentina and International Human Rights (*).
Andersen, Martin. Dossier Secreto. Argentina’s Desaparecidos and the Myth of the “Dirty War”. (*)

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 18
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:
For History 067, you'll use a website called the Digital National Security Archive (part of ProQuest) to find documents from the National Security Archive.


  - Try to get a sense for what kinds of documents you'll find and what they look like.


- Skim this description of the Chile DNSA collection to understand what's included: https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa_ar/productfulldescdetail


CIA Covert Operations: From Carter to Obama, 1977-2010
• Skim this description of the CIA Covert Operations DNSA collection: https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa_co/productfulldescdetail


Digital National Security Archive:
Search all collections (Argentina, Chile, CIA Covert Ops):

September 20
Argentina III
Former NSA intern Jissel Becerra will lead a group exercise navigating the archive.

Robben, Antonius. Political Violence and Trauma in Argentina. Chapters 9, 10, 12 (Online) (*)

Week 4
September 25
Argentina IV
Robben, Antonius. Political Violence and Trauma in Argentina. Chapters 13, 14, 15 (Online) (*)

September 27
Argentina V
Taylor, Diana. “Trapped in Bad Scripts: The Mothers of the Plaza de Mayo”, in Disappearing Acts: Spectacles of Gender and Nationalism in Argentina’s “Dirty War” (*) (pp. 183-207) (*)
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:
Las Abuelas de Plaza de Mayo and the Search for Identity: Children of Argentina’s “Disappeared” (online via Tripod)
Las Madres: The Mothers of the Plaza de Mayo (on reserve McCabe library)

Week 5
October 2
Chile I

October 4
No class
Professor invited to give a talk overseas

First short paper Due October 7. Send it on a Word version by email. No PDFs.

Week 6
October 9
NOTICE: this day we will work from 2:40 to 5:15

Chile II
Wright, “Chile under State Terrorism”, in State Terrorism in Latin America. Chile, Argentina and International Human Rights (*)
O’Shaughnessy, Hugh. Pinochet. The Politics of Torture (*)
Huneeus, Carlos. The Pinochet Regime (*)
Policzer, Pablo. The Rise and Fall of Repression in Chile (*)

October 11
No class
Professor invited to give a talk overseas

Week 7
Fall Break

Week 8
October 23
Memories
Jelin, Elizabeth. State Repression and the Labors of Memory (*)
Crenzel, Emilio. “Present Pasts: Memor(ies) of State Terrorism in the Southern Cone of Latin America”, in Lessa, Francesca and Vincent Druliole, eds., The
Memory of State Terrorism in the Southern Cones (*)

Optional:

October 25
Chilean memories

The visual register
La Battle for Chile (*)
Chile, the Obstinate Memory (*)
Machuca (*)
No (*)

Rosenstone, “The Historical Film. Looking at the Past in a Post-literate Age” (*)

Week 9
October 30
Argentine memories
Carassai, Sebastián. The Argentine Silent Majority. Middle Classes, Politics, Violence, and Memory in the Seventies. Introduction, Chapter 4 (online) *

The visual register I
Montoneros (*)
Cazadores de Utopías (*)
Los Rubios (*)

Anderman, Jens. New Argentine Cinema (*)

November 1
Argentine memories
The visual register II
The Official Story (*)
The Secret in Their Eyes (*)
Clandestine Childhood (*)

Anderman, Jens. New Argentine Cinema (*)
Second short paper Due November 4th. Send it on a Word version by email. No PDFs.

Week 10
November 6
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 (*)

November 8
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)

Individual meetings:
Tentative topics and bibliography due

Week 11
November 13
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 (*)

November 15
Swarthmore student reporting about her experience as an intern at the National Security Archive.

Week 12
November 20
Individual meetings.

November 22
Thanksgiving.
No class

Week 13
November 27
First short outline and primary sources.
Send it by email, Word version, no PDF

**November 29**
Individual meetings.

**Week 14**
**December 4**

First group of in-class individual presentations about research topics, including information on primary and secondary sources.

Send extended Word version -no PDF- outline or first rough draft in preparation for your presentation by email to the class (NOT LATER than 6 PM, December 3rd).

**December 6**
Second group in-class individual presentations about research topics, including information on primary and secondary sources.

Send extended Word version -no PDF- outline or first rough draft in preparation for your presentation by email to the class (NOT LATER than 6 PM, December 5th).

**Week 15**
**December 11**
Third in-class individual presentations about research topics, including information on primary and secondary sources.

Send extended Word version -no PDF- outline or first rough draft in preparation for your presentation by email to the class (NOT LATER than 6 PM, December 10th).

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