

January Term 2021  
History 067

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

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On-line office Hours: Tuesday and Thursday after class  
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, its last third 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.

#### 2. **Written Assignments**

##### 2.1. *First paper.*

This 3/4pages in length paper is meant to be an exercise working with NSA documents. I will provide one or several documents that you are supposed to contextualize using the secondary bibliography we discussed in class (you can also focus your discussion on NSA documents you found; if you opt for this alternative, please keep me posted in advance). **Paper due 01/16/21, 6:00 PM.**

##### 2.2 *Final research paper.*

A 10/15 pages in length on a topic of your choice after consultation with me. For this paper you should use NSA documents as well as any other primary

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**\*This syllabus is not definitive. Please check Moodle on a weekly basis in order to access to the last version.**

sources relevant for your topic. You should also use specific secondary bibliography, along with the materials discussed in class. In the preparation of this paper you will have to turn in on due dates an extended outline for discussion and you will also present your work in progress to the rest of the class.

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 Kate Turabian's *A Students' Guide to Writing College Papers* (2019), available online via Tripod.

Please send your written work as Word or PDF document attachments by e-mail.

### 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.

It is essential that you check your email on a daily basis. I will communicate with you by email. **Laptops and phones should be used strictly for in class reading materials and 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 virtual 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 virtual office hours or to arrange another time 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. Taking into account this January term is short, please do not postpone your office hours visit for the last week of the month.

### 5. Resources:

Please check the Hist 67 Research Guide at Tripod-Research Guides-History:  
<https://guides.tricolib.brynmawr.edu/history067>

Strong recommendation, in case there is a disruption to network access:  
**download or print the syllabus and backup copies** of reading materials.

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 about it as soon as possible. In case you miss too many classes I recommend that you withdraw from the course because it is not possible for me to grant extensions or incompletes.

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](mailto:studentdisabilityservices@swarthmore.edu) to arrange an appointment to discuss your needs. <http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service>. You are also welcomed to contact me privately to discuss your academic needs.

## **Course Schedule.**

### **Meeting 1**

**January 4**

#### **Introduction**

#### **Working with primary sources**

How to analyze a primary source

How to read primary sources

## Meeting 2

### January 5

#### About history

Carr, Edward H., "What is History?"

Barnes, Julian *The Sense of an Ending*

## Meeting 3

### January 6

#### 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.

Argentina, 1975-1980: The Making of U.S. Human Rights Policy

- Skim this description of the Argentina DNSA collection to understand what's included: [https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa\\_ar/productfulldescdetail?accountid=14194](https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa_ar/productfulldescdetail?accountid=14194)
- Search for documents in the Argentina collection here: [https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa\\_ar?accountid=14194](https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa_ar?accountid=14194)
  - Try to get a sense for what kinds of documents you'll find and what they look like.

Chile and the United States: U.S. Policy toward Democracy, Dictatorship, and Human Rights, 1970-1990

- 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](https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa_ar/productfulldescdetail)
- (Optional) Search for documents in the Chile collection here: [https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa\\_ar?accountid=14194](https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa_ar?accountid=14194)

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](https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa_co/productfulldescdetail)

- (Optional) Search for documents in the CIA collection here: <https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa?accountid=14194>

Digital National Security Archive:

Search all collections (Argentina, Chile, CIA Covert Ops):

<https://proxy.swarthmore.edu/login?url=http://search.proquest.com/dnsa?accountid=14194>

A collective exercise approaching, interrogating and identifying findings in a source.

Read this source before meeting and be ready to discuss it.

### **Meeting 4**

#### **January 7**

#### **Regional coordination, military repression and the United States I**

Roniger, Luis, “US Hemispheric Hegemony and the Descent into Genocidal Practices in Latin America”, Marcia Esparza, et al. (eds.) *State Violence and Genocide in Latin America. The Cold Years*, chapter 1 (\*)

### **Meeting 5**

#### **January 11**

#### **Regional coordination, military repression and the United States II**

Menjívar, Cecilia and Rodríguez, Néstor, “State Terror in the US-Latin American Interstate Regime”, in Cecilia Menjívar and Néstor Rodríguez (eds.). *When States Kill: Latin America, the U.S., and Technologies of Terror*, 1 (\*)

Documentary: *Death squadrons* (\*)

### **Meeting 6**

#### **January 12**

McSherry, J. Patrice. *Predatory States: Operation Condor and Covert War in Latin America*, 1,2,3,4,8 (\*) (online)

### **Meeting 7**

#### **January 13**

Garretón, Manuel Antonio. “Fear in Military Regimes: An Overview”, in Juan Corradi (ed.), *Fear at The Edge. State Terror and Resistance in Latin America* (\*)

### **Meeting 8**

#### **January 14**

#### **Chile I**

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* (\*)

**First paper due 01/16/21 6:00 PM**

**Send it on a Word version or PDF by email.**

**If you do not receive an acknowledgment message by 10:00 PM on that day, it means I did not receive your paper.**

**Meeting 9**

**January 19**

**Chile II**

Policzer, Pablo. *The Rise and Fall of Repression in Chile* (\*)

**Meeting 10**

**January 20**

**Chile III**

The visual register – Movies about the Chilean Dictatorship

Screen the movies on your own, before class. Check the streamline section of the course Moodle

*La Frontera* (\*)

*No* (\*)

*Remastered - Massacre at the Stadium* (Netflix)

Optional

*Chile, the Obstinate Memory* (\*)

Conversation about these movies with Professor Rodrigo Booth (Universidad de Chile)

**Meeting 11**

**January 21**

**Argentina I**

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

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

**Meeting 12**

**January 22**

## **Argentina II**

Robben, Antonius. *Political Violence and Trauma in Argentina*. Chapters 13, 14, 15 (Online) (\*)

Radio Ambulante. “A Photographer in a Clandestine Detention Center.”  
<http://radioambulante.org/en/audio-en/thephotographer>

## **Meeting 13**

**January 25**

## **Argentina III**

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) (\*)

## **Meeting 14**

**January 26**

## **Argentina IV**

Visual material:

Photographs (\*)

*Las Abuelas de Plaza de Mayo and the Search for Identity: Children of Argentina’s “Disappeared”* (online via Tripod)

*Mothers of Plaza de Mayo – Story of a photo* (\*)

*Where is my Grandchild? The story of Estela de Carlotto* (\*)

## **Meeting 15**

**January 27**

**Individual meetings with professor**

## **Meeting 16**

**January 28**

**In-class individual presentations about work in progress including information on primary and secondary sources.**

## **February 2**

**FINAL PAPER DUE by 6:00 PM**

**Send it on a Word version or PDF by email.**

**If you do not receive an acknowledgment message by February 2, 8:00 PM it means I did not receive your paper.**

