

**HIST 454: Seminar in Conflict,  
Peace, and Social Justice in Latin  
America (3 credits)**

Instructor: Dr. Shari Orisich  
Office: BRTN 369  
Office Hours: TBA  
[sorisich@coastal.edu](mailto:sorisich@coastal.edu)

**Catalog Description**

**HIST 454- Seminar in Conflict, Peace, and Social Justice (3 credits)** A study of the roots and contemporary realities of human rights movements in Latin America. Students examine the origins of human rights crises in deeper social and political structures and analyze how the forces of peace and violence have shaped Latin American society over time. In this seminar students read the relevant literature, interpret sources, and apply this knowledge to contemporary issues. F, S, M, Su

**Course Description**

In this class, students will explore the roots and contemporary realities of human rights movements in Latin America to better understand the methods and challenges of promoting justice and attempts to build durable peace. This course challenges students to understand how despite democratization, many people in Latin America have lived under various forms of “violent peace” where militarization, human rights abuses, and various forms of coercion have become part of everyday life. This prompts us to ask how “violent peace” exists amidst the cultural and biological diversity, political plurality, and history of successful struggles for peace, reconciliation, and justice. This course will focus on state violence and impunity; human rights movements; truth commissions; criminal justice systems; and the role of international organizations in local struggles for peace and social justice. We will examine the origins of human rights crises in deeper social and political structures, asking what circumstances produced outcomes of atrocities and violence, and how the forces of peace and violence have shaped Latin American history. This course is designed as a seminar so that students are focused primarily on the intellectual work of reading the relevant literature and applying this knowledge to contemporary issues.

**Student Learning Objectives**

Upon successful completion of this course students will be able to:

- Address current challenges, questions, and predicaments by applying historical precedents to contemporary analogues that inform theories, possible interventions and probable outcomes.
- Develop a complex view of the region’s heterogeneity and distinctive features
- Develop the conceptual tools and theoretical knowledge to better understand political phenomena in the region and beyond.
- Develop reading, writing, and oral communication skills
- Understand the processes of social justice, peace-building, and peacekeeping.
- Develop the ability to think historically

**Course Requirements**

The course will readings will all be available through Moodle as pdfs or as OER resources.

### **Additional Resources**

You are expected to keep up with current events, and I encourage you to bring these up during our class discussions or to my attention via email. Please explore the following sources at least once at the outset, and subsequently use them to stay up to date about issues of war and peace during, and after, our course.

**News Briefings:** *The Pan American Post, Latin America News Dispatch, Latin America Daily Briefing, El País, La Jornada, Folha de São Paulo, The Guardian, Al Jazeera, BBC, The Economist, Foreign Affairs, The New York Times, Christian Science Monitor*

**Critical and In-Depth Coverage:** *Latin American Research Review, Latin American Politics and Society, Journal of Latin American Studies, North American Congress on Latin America, Latin American Perspectives, Latin American Network Info Center, Americas Quarterly, Alternautas, Upside Down World, and Bulletin of Latin American Research.*

**Research and Practice Organizations:** Facultad Latinoamericana de Ciencias Sociales, Consejo Latinoamericano de Ciencias Sociales, Latin American Studies Association, Washington Office on Latin America, LatinoBarómetro, Amazon Watch, Latin American Public Opinion Project, Inter-American Dialogue, Human Rights Watch, Insight Crime, Amnesty International, Wilson Center for International Scholars, Council on Hemispheric Affairs, etc.

### **Requirements and Graded Activities**

#### **Participation (In class 15% + 6 summaries 15% + quizzes 15%=45% total)**

Students must attend all meetings, be active participants in our class conversations, and complete all assigned readings by their due dates. Our course relies on our collective learning, so you must be attentive and prepared to make quality contributions. You are graded on how well you demonstrate preparedness when asked questions, how frequently you pose questions to other students in class, and how you contribute to the topic of conversation regarding contemporary issues. We will start six of our meetings with a short quiz. These brief exercises are not difficult, but they are designed to incentivize, test, and improve your reading comprehension and your engagement with the assigned texts. You will not succeed in these by relying only on lecture notes, so you must do the readings. On the other hand, if you stay up to date with the readings, these quizzes will not be difficult. These will consist of multiple choice questions and /or short essays and we will use approx. 20 minutes of the class period.

#### **Seminar Facilitation (20%)**

By our second meeting you will sign up to facilitate one of our seminar discussions for which we will dedicate about half of each meeting. Each facilitators will a) select a reading from one of the publications listed under news briefings that relates to the theme presented in the reading and share it with the class at least three days prior to presenting, (b) prepare opening statements about these contemporary issues towards which these readings are directed, either by geographic or thematic connections, and (c) pose a set of questions to focus our conversation and guide us along. EVERY FACILITATOR MUST MEET WITH ME TO DISCUSS THEIR NEWS ARTICLE SELECTION AND HOW THEY PLAN TO APPLY COURSE READINGS TO A CONTEMPORARY ISSUE. CONTACT ME TO SET UP AN APPOINTMENT.

**Applied History Project (35%)** You will prepare one applied history project that examines a current peace and social justice issue and the historical antecedents to this crisis. Your project can be a multi-media project, a presentation, a roundtable talk, or another format of your choosing. You must get prior approval for your project's format at least two weeks prior to the deadline. There are rolling deadlines for these projects; a sign-up sheet will circulate the second week of class for you to choose a date to present your project. Your presentation of your project is also part of this grade. See the presentation rubric and project instructions on Moodle.

## **Graded Activities**

### ***Grading Scale***

A	900-1000 points
B+	885-899 points
B	800-884 points
C+	785-799 points
C	700-784 points
D+	685-699 points
D	600-684 points
F	599 and below

\*Note: I follow these point totals exactly when figuring your final grade.

## **Course Policies**

### ***1. Students Requiring Accommodations***

Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services <https://www.coastal.edu/disabilityservices/> or their office at 843-349-2503. You need to meet with me in my office hours (not after class), or at another convenient time so we are both clear on the accommodations that will be provided. I only provide accommodations after I have received paperwork and we have discussed it. If you require accommodations for testing, you must make those arrangements and let me know at least 48 hours in advance of where and when you plan to take your exam.

### ***2. Academic Integrity***

The Code of Student Conduct contains an Honor Pledge (Section II. C) that states, "the University expects the highest standards of honesty, integrity, and personal responsibility," and concludes that, "from this day forward, my (typed for online courses)signature on any University document, including tests, papers, and other work submitted for a grade is a confirmation of this honor pledge." Please refer to this document on our Moodle page.

By enrolling in this course, each student assumes the responsibilities of an active participant in the Coastal Carolina University's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Academic misconduct could result in disciplinary action that may include, but is not limited to: earning a zero on an exam or assignment, receiving a grade of F in the class (this is typically my policy), and/or suspension from the university.

### **3. Attendance**

Enrollment in a course obligates the student to prompt completion of all work assigned and punctual and regular attendance. This includes participation in class discussions and activities. It is the student's responsibility to stay informed of all assignments, due dates, and exams. Absences, whether excused or unexcused, do not absolve the student from this responsibility.

If you have 7 or more unexcused absences, you will receive an F in the course, regardless of the work you have completed. The following are considered to be valid circumstances for student absence. I require proper documentation for any of these circumstances:

- Incapacitating illness or condition – limited to the number of absences that a faculty member determines to be a balance between accommodating the illness and ensuring sufficient participation in the class.
- Accommodation for a disability, working in conjunction with Accessibility and Disability Services.
- Official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity)
- Death of a close relative.
- Religious holidays ( <http://www.interfaith-calendar.org>.)
- Active military duty or assignment.
- Compliance with a subpoena.
- Absences excused under Title IX of the Education Amendments of 1972: Please see UNIV-TIX 469 Pregnancy or Parenting Students.

Absences, excused or unexcused, do not absolve students from the responsibility of completing all assigned work promptly. Students who miss assignments, announced quizzes or other coursework due to excused absences will be allowed to make up the work within an appropriate number of scheduled class days, typically two days. **It will be the responsibility of the student to contact the instructor and make arrangements at the convenience of the instructor.** If I do not hear from you and were on a field trip, had student teaching, military training, and do not provide documentation within 48 hours of your absence, I will not excuse the absence or allow a make-up. The instructor is not obligated to allow a student to make up work missed due to an unexcused absence.

### **4. Moodle**

You are responsible for knowing how to navigate our Moodle course page. In the first week of class I will show you where to find materials and where you submit turnitin papers. You are also responsible for monitoring your grades via Moodle. Once an assignment is handed back to you, you have two weeks to discuss the grade and any concerns you have. After one week, I will assume that you do not have any questions about my feedback or your grade. I cannot provide information about your grade via email or in the classroom; you need to speak with me in my office to discuss such confidential information. Occasionally, when I am working on grades or making adjustments to the course, sections of our Moodle course page or the grade book will be not be available. This is usually temporary (2-3 hours) and I do not hide sections when you have assignments due. If you see something is hidden, wait and come back to check the availability after several hours. Contact me after that if you still have issues.

## **5. Class Etiquette**

### ***Punctuality***

I understand, on *rare* occasions, tardiness occurs (unusual work commitments, car problems, etc.), but habitual lateness is not acceptable; make it a point to be on time for this class. It's hard to begin discussion when you arrive late, and you will undoubtedly have missed announcements of what might be important information. I will count you as absent if you are habitually late to class.

### ***Classroom Behavior***

My goal is to create a classroom where you engage in civil discourse and help each other out when you see someone struggling in class. I encourage you to learn each other's names and use them when addressing each other to build a friendly cohort. With that said, we should not tolerate offensive language, aggressive or threatening behavior, and/or behavior that is preventing other students from learning. If that occurs I will ask you to leave the class to take a few minutes to gather yourself outside and return with a better perspective.

I do not allow any recording or videotaping of any portion of the course. We can talk about phones and laptops; I have mixed-feelings and you need to provide a compelling reason for your laptop use. If you do not speak to me first, I will have to ask you to discontinue using your device.

## **6. Class Cancellations**

If I need to cancel class, you will be notified via email as soon as possible. When campus is closed due to inclement weather, we will not have class. I will contact you via email with changes to our course schedule. Stay informed about campus closings with CCU alerts for instructions and updates on closings and re-openings.

## **7. Email**

Students are responsible for checking email at least once a day to make sure they have been updated on any changes in the course or breaking news about a deadline or assignment. When making contact with me via email please tell me the course you are in and have a clear question when you send me an email. It is much easier for me to help you when I understand your concerns.

## **Course Schedule**

\*This schedule reflects readings each week from which the instructor will determine the required and supplemental readings for the final syllabus upon approval of this course

### **Week 1: Introduction to Human Rights and Social Justice**

- Donnelly, Jack 2013. "Chapter 1. Human Rights as an Issue in World Politics." and "Chapter 2. Theories of Human Rights" in: *International Human Rights* (pdf on Moodle)
- Bakan, Joel. *Just Words: Constitutional Rights and Social Wrongs*. Toronto: University of Toronto Press, 1997. Selections
- Hunt, Lynn. *Inventing Human Rights: A History*. New York: Norton, 2007. Selections.

## **Week 2: A Brief History of UN Declarations**

Selections from the following UN Declarations (broken up into groups and groups present on each declaration)

- “UN Universal Declaration of Human Rights.” The Avalon Project: Documents in Law, History, and Diplomacy. <http://avalon.law.yale.edu/>.
- “UN Convention on the Prevention and Punishment of the Crime of Genocide.” The Avalon Project: Documents in Law, History, and Diplomacy. <http://avalon.law.yale.edu/>.
- “UN Declaration on the Rights of Indigenous Peoples.” UNHCHR. <http://www.ohchr.org/>.
- “UN International Covenant on Civil and Political Rights.” UNHCHR. <http://www.ohchr.org/>.
- “UN International Covenant on Economic, Social and Cultural Rights.” UNHCHR. <http://www.ohchr.org/>.
- “UN International Convention on the Elimination of All Forms of Racial Discrimination.” UNHCHR. <http://www.ohchr.org/>.

## **Week 3: Pre-Colombian Perspectives**

- Welcome, Introductions, and Latin America as a Concept • Please peruse this syllabus and our Moodle course site.
- Jorge Klor de Alva. 2001. “Four Pre-Columbian Documents.” In *In the Language of Kings: An Anthology of Mesoamerican Literature—Pre-Columbian to the Present*, eds. Miguel León-Portilla and Earl Shorris. London, UK: W. W. Norton. (pp. 42-69.)
- Ralph Bauer. 2001. “‘EnCounter’ Colonial Latin American Indian Chronicles: Felipe Guaman Poma de Ayala’s History of the ‘New’ World.” *American Indian Quarterly* 25 (2): 274-312.
- QUIZ #1

## **Week 4: Conquest, Colonization, and New Nations**

- Eduardo Galeano. 1973. “Lust for Gold, Lust for Silver.” In *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York, NY: Monthly Review Press. (pp. 11-58.)
- John Charles Chasteen. 2016. “Postcolonial Blues.” In *Born in Blood and Fire: A Concise History of Latin America* (Fourth Edition). New York, NY: W. W. Norton. (pp. 127-155.)
- Evelyn Hu-DeHart. 2004. “Yaqui Resistance to Mexican Expansion.” In *The Indian in Latin American History*, ed. John E. Kicza. New York, NY: SR Books. (pp. 213-242.)
- Nicholas A. Robins, *Native Insurgencies and the Genocidal Impulse in the Americas*. Bloomington: Indiana University Press, 2005. 23-67, 142-153.

### **Week 5: Civil Wars, Violent Peace**

- David Mares. 2001. "Latin America's Violent Peace." *In Violent Peace: Militarized Interstate Bargaining in Latin America*. New York, NY: Columbia University Press. (pp. 28-51.)
- Xavier Albó. 2004. "Ethnic Identity and Politics in the Central Andes." *In Politics in the Andes: Identity, Conflict, Reform*, eds. Jo-Marie Burt and Philip Mauceri. Pittsburg, PA: University of Pittsburgh Press. (pp. 17-37.)
- Paula López Caballero. 2008. "Which Heritage for Which Heirs? The Pre-Columbian Past and the Colonial Legacy in the National History of Mexico." *Social Anthropology* 16 (3): 329-345.
- Guillermo de la Peña. 2005. "Social and Cultural Policies Toward Indigenous Peoples: Perspectives from Latin America." *Annual Review of Anthropology* 34: 717-739.
- QUIZ #2

### **Week 6: Bretton Woods and the Cold War**

- Vanessa Ogle. 2014. "State Rights against Private Capital: The 'New International Economic Order' and the Struggle over Aid, Trade, and Foreign Investment, 1962–1981." *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 5 (2): 211-234.
- Nicholas Lezard. 2006. "In Hock to Uncle Sam." *The Guardian* (Book Reviews), January 28.
- Peter H. Smith, "The European Game." *In The Talons of the Eagle: Latin America, the United States, and the World*. Oxford: Oxford University Press. (pp. 11-37.)
- Peter H. Smith. 2007. "Crushing Enemies." *In The Talons of the Eagle: Latin America, the United States, and the World*. Oxford: Oxford University Press. (pp. 164-189.)
- Peter H. Smith. 2007. "Latin America: Fighting the Cold War." *In The Talons of the Eagle: Latin America, the United States, and the World*. Oxford: Oxford University Press.
- Doug Stokes. 2003. "Why the End of the Cold War Doesn't Matter: The US War on Terror in Colombia." *Review of International Studies* 29 (4): 569-585.

### **Week 7: Authoritarianism and Political Violence**

- Jacobo Timerman, 1981. *Prisoner without a Name, Cell without a Number*. New York, NY: Knopf. (pp. 3-31.)
- Horacio Verbitsky. 1996. *The Flight: Confessions of an Argentine Dirty Warrior*. New York, NY: The New Press. (pp. 3-10.)
- Cynthia McClintock. 1998. "Sendero Luminoso in Comparative Perspective." *George Washington University and CholoNautas*. (pp. 1-32.)
- Margaret Randall. 1981. *Sandino's Daughters: Testimonies of Nicaraguan Women in Struggle*. Vancouver, BC: New Star Books. (p. iii-39.)
- QUIZ #3

### **Week 8: Democratization and Transitional Justice**

- Mala Htun. 2003. "Reforming Women's Rights Under Military Dictatorships." *In Sex and the State: Abortion, Divorce and the Family Under Latin American Dictatorships and Democracies*. Cambridge: Cambridge University Press. (pp. 58-77.)

- Manuel Antonio Garretón. 2001. "Popular Mobilization and the Military in Chile: The Complexities of the Invisible Transition." In *Power and Popular Protest: Latin America and Social Movements*, ed. Susan Eckstein. Berkeley, CA: University of California Press. (pp. 259-277.)
- Sylvanna Falcón. 2017. "Intersectionality and the Arts: Counterpublic Memory-Making in Postconflict Peru." *International Journal of Transitional Justice* 12 (1): 26-44.

### **Week 9: Legacies of Authoritarianism**

- Consuelo Cruz and Rut Diamint. 1998. "The New Military Autonomy in Latin American Polity." *Journal of Democracy* 9 (4): 115-126.
- Anthony W. Pereira and Diane E. Davis. 2000. "New Patterns of Militarized Violence and Coercion in the Americas." *Latin American Perspectives* 27 (3): 3-7.
- One class period devoted to individual meetings about final projects/papers
- QUIZ #4

### **Week 10: The Politics of Extractivism**

- Kalowatie Deonandan, Rebecca Tatham, and Brennan Field. 2017. "Indigenous Women's AntiMining Activism: A Gendered Analysis of the El Estor Struggle in Guatemala." *Gender and Development* 25 (3): 405-419.
- Maristella Svampa. 2015. "Commodities Consensus: Neoextractivism and Enclosure of the Commons in Latin America." *The South Atlantic Quarterly* 114 (1): 65-82.
- Omar Arach. 2018. "'Like an Army in Enemy Territory': Epistemic Violence and Megaextractivist Expansion." In *Risks, Violence, Security, and Peace in Latin America*, eds. Ursula Oswald Spring and Serena Serrano Oswald. New York, NY: Springer. (pp. 101-112.)

### **Week 11: Gender and Sexuality Movements**

- Tamar Diana Wilson. 2014. "Violence against Women in Latin America." *Latin American Perspectives* 194 (41): 3-18.
- Marina Prieto-Carrón, Marilyn Thomson, and Mandy Macdonald. 2007. "No More Killings! Women Respond to Femicides in Central America." *Gender and Development* 15 (1): 25-40. Mercedes Olivera and Victoria J. Furio. 2006. "Violencia Femicida: Violence against Women and Mexico's Structural Crisis." *Latin American Perspectives* 33 (2): 104-114.
- QUIZ #5

### **Week 12: Student, Youth, and Poor People's Movements for Social Justice**

- Gabriel Ondetti. 2006. "Repression, Opportunity and Protest: Explaining the Take-off of Brazil's Landless Movement." *Latin American Politics and Society* 48 (2): 61-94.
- Peter M. Cummings. 2015. "Democracy and Student Discontent: Chilean Student Protest in the PostPinochet Era." *Journal of Politics in Latin America* 7 (3): 49-84.

### **Week 13: Spring Break/Thanksgiving Break**



#### **Week 14: Environmental Justice**

- Jill E. Hopke. 2012. "Water Gives Life: Framing an Environmental Justice Movement in the Mainstream and Alternate Salvadoran Press." *Environmental Communication* 6 (3): 365-382. Juanita Sundberg. 2008. "Placing Race in Environmental Justice Research in Latin America." *Society and Natural Resources* 21: 569-582.
- Corinna Dengler and Lisa Marie Seebacher. 2019. "What About the Global South? Towards a Feminist Decolonial Degrowth Approach." *Ecological Economics* 157: 246-252.
- QUIZ #6

#### **Week 15: Civil Society in the Americas**

- Margaret Keck and Kathryn Sikkink. 1998. "Human Rights Advocacy Networks in Latin America." In *Activists Beyond Borders: Advocacy Networks in International Politics*. Cornell U. Press. (pp. 79-120.)
- Sylvia Marcos. 2018. "Reconceiving Rights: An Analysis on Their Declarations, Proposals, and Demands." In *Risks, Violence, Security, and Peace in Latin America*, eds. Ursula Oswald Spring and Serena Serrano Oswald. New York, NY: Springer. (pp. 283-296.)
- Brian Wampler and Leonardo Avritzer. 2004. "Participatory Publics: Civil Society and New Institutions in Democratic Brazil." *Comparative Politics* 36 (3): 291-312.
- Donna Van Cott. 2008. *Radical Democracy in the Andes*. Cambridge University Press. (pp. 1-33.)
- Emilio del Valle Escalante. 2014. "Self-Determination: A Perspective from Abya Yala." In *Restoring Indigenous Self-Determination*, ed. Marc Woons. Bristol: E-International Relations. (pp. 114-122.)

#### **Week 16: Applied History Project Presentations**

- Student presentations will occur throughout the semester when they are connected to a weekly theme. Any remaining presentations, such as those from themes covered in the first several weeks of the course, will be held this week.