

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>4/29/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department History College Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix LAH Number 4744	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course <input type="text" value="Lecture"/>	Course Title Cold War in Latin America
Credits <i>(See Definition of a Credit Hour)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i> The course explores Latin America's Cold War (1940s-1980s), which witnessed local and international conflicts over ideologies, economies, politics, culture, and identities. Through various historical primary sources and secondary readings, the course sheds light on the period's revolutionary projects, ideological battles, the rise of dictatorships, the employment of state-sponsored repression, opposition movements, transitions to democracy, and the way societies grappled with the authoritarian past.	
Effective Date <i>(TERM & YEAR)</i> Spring 2025	Prerequisites, with minimum grade*		Corequisites
		Registration Controls <i>(Major, College, Level)</i>	
<i>*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course</i>			
WAC/Gordon Rule Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .	
Minimum qualifications to teach course PhD in history			
Faculty Contact/Email/Phone Eyal Weinberg/eweinberg@fau.edu/5612973849		List/Attach comments from departments affected by new course	
Approved by		Date	
Department Chair <u>[Signature]</u>		<u>4/3/24</u>	
College Curriculum Chair <u>[Signature]</u>		<u>4/8/24</u>	
College Dean <u>[Signature]</u>		<u>4/15/2024</u>	
UUPC Chair <u>Korey Sorge</u>		<u>4/29/24</u>	
Undergraduate Studies Dean <u>Dan Meeroff</u>		<u>4/29/24</u>	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

LAH 4744

Cold War in Latin America

Day and time
3 credits

Semester, Year

Eyal Weinberg

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Course Description

This course explores Latin America's Cold War (1940s-1980s), which witnessed local and international conflicts over ideologies, economics, politics, culture, and identities. Through various historical primary sources and secondary readings, the course sheds light on the period's revolutionary projects, ideological battles, the rise of dictatorships, the employment of state-sponsored repression, opposition movements, transitions to democracy, and the way societies grappled with the authoritarian past.

Extended Course Description

Latin America's Cold War (1940s-1980s) witnessed local and international conflicts over ideologies, economics, politics, culture, and identities. Various revolutionary efforts for social and political change were met with harsh reactionary regimes fighting the "internal threat of Communism." Indeed, nearly all of Latin America's nations fell under authoritarian regimes during the period. What did the revolutionary projects entail? Why did democracies break down and succumb to repressive dictatorships? What was the role of the United States in the rise of military regimes? In what ways did civilians support or oppose the military rules? What was the nature of the transitions to democracy, and how did societies grapple with the violent past? This course explores these questions through various historical primary sources and secondary readings that shed light on the period's revolutionary policies, armed struggles, and repressive human rights violations.

Instructional Method

In-Person. There is no remote option for this course. Students must also have access to Canvas, where reading material and assignments will be available.

Prerequisites/Corequisites

Course Objectives/Student Learning Outcomes

- Students will gain an understanding of the major trajectories and events in the history of Latin America's Cold War.

- Students will particularly learn about the rise of authoritarian regimes, opposition movements and struggles in confronting human rights violations, and transitions to democracy.
- Students will develop nuanced, critical thinking about the Cold War period in Latin America.
- Students will hone historical skills (analyzing and contextualizing primary sources), as well as improve their analytical and writing skills.

Course Evaluation Method

Readings:

Readings and primary sources will be available via Canvas or other online platforms. Along with assigned articles, students will read sections from the following books:

Vanni Pettinà, *A Compact History of Latin America's Cold War*, Translated by Quentin Pope (Chapel Hill: The University of North Carolina Press, 2022).

Jerry Dávila, *Dictatorship in South America* (West Sussex: Wiley-Blackwell, 2013).

Thomas Wright, *State Terrorism in Latin America* (Lanham: Rowman & Littlefield, 2007).

Attendance and Engagement (20%)

Students are expected to attend classes regularly. Attendance will be taken when class begins. You are permitted two free absences, no questions asked. After that, your grade will lose 1% for each subsequent unjustified absence. You are expected to make up the work missed within a reasonable time.

I recognize that the effects of a global pandemic continue to pose challenges to our learning abilities and commitments. If you cannot make class because of COVID-related illness or any other significant reason connected to the pandemic, please talk to me promptly and we will sort it out.

Along with regular attendance, students are expected to engage with course material and class peers. This class would work best when you come prepared to participate in discussions. I also recognize that engagement can be manifested in different ways. Asking questions is a great way to show you're engaged with the material. A visit during office hours would also convey an interest in the course. We will use digital tools to analyze sources collectively, which would offer an opportunity to demonstrate your contribution to intellectual exchange.

Lastly, you will have a chance to show your engagement through reading responses: for most of the times we meet, you will hand in a note with a question, a comment, or an observation on one of the readings or discussions for that week. These "scribbles" are not graded but indicate your thoughtful engagement with the materials, the topic, etc. Further details will be explained in class.

**Collegial Credits

Students have the opportunity to boost their Attendance and Engagement grade by completing acts that promote collegiality and camaraderie in our class community. These will make the classroom a better place for all of us. Details on Canvas modules under course basics

Assignments (80%)

This course seeks to help you hone your writing skills. When we improve our writing, we advance our learning abilities, sharpen our critical and analytical thinking, and build confidence in our communication skills. Written assignments will be evaluated based on content but also on prose clarity, argumentation, organization, and logic. You will receive feedback on your writing throughout the semester.

Two quizzes (5%)

Two multiple-choice quizzes, based on the readings and lectures. If you follow the material, you should not have any issues completing this assignment successfully.

Primary Source Analysis (15%)

A 1000-word analysis of a primary source. You will choose a historical document from a selection found on Canvas and analyze it based on class material. A prompt will be provided in advance.

Short essay/unessay (15%)

A short project (1000 words or the equivalent) in which you explore an aspect or a theme of the class you find interesting. This could be a traditional essay or an “unessay” such as a digital project (examples: timeline, podcast, map, wiki entry...), an artwork, or other formats. The deadline (sometime between weeks 4 and 9) and the form of the project are up to you but they must be approved by me in advance. The project will include proper citations of the sources used to prepare the work. A prompt will be provided in advance.

Secondary source synthesis (10%)

A 1000-word essay that synthesizes and reviews three secondary sources about the topic of your final paper. Sources must be written by historians. A prompt will be provided in advance.

Final Paper Proposal (10%)

This assignment includes a brief description of the topic chosen for the final paper, an annotated outline, and a bibliography. This assignment will be revised and resubmitted based on feedback from me and class peers. The revised version will also include an introduction paragraph. The grade will be based on the average of the original and revised assignments. A prompt will be provided in advance.

Final Paper (25%)

A 1500-word final essay, based on your proposal. The paper will explore a historical question related to topics or themes covered in class. It should demonstrate thoughtful analysis of a historical process, supported by evidence and synthesis of secondary sources. A prompt will be provided in advance.

**** FAU Center for Excellence in Writing** promotes writing for all members of the FAU community, and various resources to support your writing. The center’s consultants are available for individual appointments to help you at any point in the writing process—brainstorming, drafting, revising, etc. You are very encouraged to take advantage of this resource. More details at www.fau.edu/ucew

Course Grading Scale

A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

Students will be assigned an F grade (zero points) on an assignment that was not submitted unless an extension was granted. Students are responsible for submitting their assignments to Canvas and confirming that they have been successfully uploaded. Assignments submitted after the deadline has passed will be deducted a third of a letter grade every 24 hours. For example, an essay that would have earned a B+ but was submitted 2 hours after the deadline will earn a B instead. In case it was submitted more than 24 hours after the deadline, it will earn a B-, and so on. Students will not be penalized for missing presentations due to participation in university-approved activities or religious observance, but

you must contact me for approval in advance. I also recognize that other extenuating circumstances may prevent you from submitting work on time. It is therefore crucial that you communicate any issues immediately.

Classroom Etiquette Policy (if applicable)

Students are encouraged to employ critical thinking and to rely on evidence and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. You are encouraged to think out loud and take intellectual risks! But please communicate professionally and collegially with your classmates. I'd like us to think about the class as a community whose members are active listeners, sensitive to the diverse backgrounds, identities, and beliefs of their peers. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Policy on the Recording of Lectures

Due to a law recently enacted by the Florida Legislature, students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), test or examination administrations, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and

psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

Course Topical Outline

All the assignments, prompts, and essential information for this course will be on Canvas. Changes to the schedule may be made at my discretion when circumstances require. It is your responsibility to note these changes when announced.

Date	Day	Topic	Readings	Assignments
Week 1: Intro				
8/24	W	Course mechanics, requirements What was Latin America’s Cold War?		
8/26	F	The basics: Latin America in the early twentieth century and the global Cold War	William A. Booth, “Rethinking Latin America’s Cold War,” <i>The Historical Journal</i> 64, no. 4 (2021): 1128–50.	
Week 2: Origins				
31/8	W	Revolution and polarization: Ideological, political, social, and economic conflicts in the 1940s-1950s.	Jerry Dávila, <i>Dictatorship in South America</i> (West Sussex: Wiley-Blackwell, 2013), 9-19. Chasteen. <i>Born in Blood and Fire: A Concise History of Latin America</i> (267-282)	
9/2	F	The role of the US: Guatemala as a case study	Analyzing Operation PBSUCCESS: Excerpts from Nick Cullather, <i>Secret History: the CIA’s Classified Account of Its</i>	

			<i>Operations in Guatemala, 1952-1954</i> (Stanford: Stanford University Press, 2006)	
Week 3: The Cuban Revolution				
9/7	W	The road to revolution	Antoni Kapcia, <i>Cuba in Revolution: a History Since the Fifties</i> (London: Reaktion Books, 2008), Introduction Thomas C. Wright, <i>Latin America in the Era of the Cuban Revolution</i> (Santa Barbara: Praeger, 2018), 8-18	
9/9	F	Cuba's revolutionary project	Aviva Chomsky, <i>A History of the Cuban Revolution</i> (West Sussex: Wiley-Blackwell, 2011), 36-45 *Fidel Castro Proclaims Cuba Socialist, May Day 1961. *Che Guevara, "Man and Socialism in Cuba"	Approve a topic and form of work for essay/unesay assignment
Week 4: The Revolution's Regional Effect				
9/14	W	The appeal of the Cuban Revolution.	Wright, <i>Latin America in the Era of the Cuban Revolution</i> , 41-55, 141-156	Quiz 1
9/16	F	The revolution reverberates in Latin America's political, social, labor, and cultural realms.	Excerpt from Vanni Pettinà, <i>A Compact History of Latin America's Cold War</i> , Translated by Quentin Pope (Chapel Hill: The University of North Carolina Press, 2022)	
Week 5: International and Third Worldism Connections				
9/21	W	Latin America and third world inspirations	Introduction in <i>Latin America and the Global Cold War</i> , eds. Thomas Field et. al (Chapel Hill: University of North Carolina Press)	
9/23	F	The U.S. reacts	Stephen Rabe, <i>The Killing Zone: the United States Wages Cold War in Latin America</i> (New York: Oxford University Press, 2012), 64-80, 85-96	Primary Source Analysis
Week 6: Counterrevolution				
9/28	W	Golpes: Brazil, Chile, Argentina Film: <i>La Batalla de Chile</i> (dir. Patricio Guzmán)	Dávila, <i>Dictatorship in South America</i> , 24-33 Thomas Wright, <i>State Terrorism in Latin America</i> (Lanham: Rowman & Littlefield, 2007), 51-61 Paul H. Lewis, <i>Guerrillas and Generals: the "Dirty War" in Argentina</i> (Westport: Praeger, 2002), 115-128 *Chilean Military Junta, "Military Decrees on Seizing Power" 1973 *Jorge Rafael Videla, "A Time for Fundamental Reorganization of the Nation" 1976	
9/30	F	Building a national security state, restructuring economies: Chile	David Mares, "The National Security State," In <i>A Companion to Latin American History</i> , edited by T.H. Holloway (Malden: Blackwell, 2011), 386-401	

			Pamela Constable and Arturo Valenzuela, <i>A Nation of Enemies: Chile under Pinochet</i> (New York: W.W. Norton, 1991), 166-198	
Week 7: Gender, Race, Culture				
10/5	W	Women and sexualities	Margaret Power, "Right Wing Women, Sexuality, and Politics in Chile under the Pinochet Dictatorship, 1973-1990," in <i>Right Wing Women, From Conservatives to Extremists Around the World</i> , eds Paola Bachetta and Margaret Power (New York: Routledge, 2002), 273-285 Benjamin Cowan; "Why Hasn't This Teacher Been Shot?" Moral-Sexual Panic, the Repressive Right, and Brazil's National Security State. <i>Hispanic American Historical Review</i> 92:3 (2012): 403-436	
10/7	F	Indigenous Struggles Film: <i>When the Mountains Tremble</i> (1983)		
Week 8: State Terror I				
10/12	W	State-sponsored repression in the Southern Cone	Thomas Wright, <i>State Terrorism in Latin America</i> (Lanham: Rowman & Littlefield, 2007), 103-118 Juan Rial "Makers and Guardians of Fear: Controlled terror in Uruguay," in <i>Fear at the Edge: State Terror and Resistance in Latin America</i> (Berkeley: University of California Press, 1992), 90-103.	Quiz 2
10/14	F	Transnational counterinsurgency	J. Patrice McSherry, <i>Predatory States: Operation Condor and Covert War in Latin America</i> (Lanham, MD: Rowman and Littlefield Publishers, 2005), 1-21. *Department of State Memorandum, Conversation between Kissinger and Guzzetti	
Week 9: State Terror II				
10/19	W	The agents and victims of repression	Huggins, Haritos-Fatouros, and Zimbardo, <i>Violence Workers: Police Torturers and Murderers Reconstruct Brazilian Atrocities</i> , 136-155 *Excerpts from Horacio Verbitsky, <i>The Flight: Confessions of an Argentine Dirty Warrior</i> (New York: New Press, 1996). * Jacobo Timerman, <i>Prisoner without a Name, Cell without a Number</i>	
10/21	F	Health and medical professionals in dictatorship	Marco Ramos, "Psychiatry, Authoritarianism, and Revolution: The Politics of Mental Illness during Military Dictatorships in Argentina, 1966-1983." <i>Bulletin of the History of Medicine</i> 87, no. 2 (2013): 250-278.	Secondary source synthesis
Week 10: Opposition to Dictatorships				

10/26	W	Guerilla struggles and liberation theology	Thomas C. Wright, <i>Latin America in the Era of the Cuban Revolution</i> (Westport: Praeger, 2001), 101-116. *Carlos Marighella, "Minimanual of the Urban Guerrilla" (1969)	
10/28	F	Human rights movement and international pressure	James Green, <i>We Cannot Remain Silent: Opposition to the Brazilian Military Dictatorship in the United States</i> (Durham, NC: Duke University Press, 2010), 144-166 Thomas C. Wright, <i>State Terrorism in Latin America: Chile, Argentina, and International Human Rights</i> , 118-127	
Week 11: Transitions to Democracy				
11/2	W	Protest movements, economies, and opposition alliances: Chile, Brazil	Dávila, <i>Dictatorship in South America, 169-177</i>	
11/4	F	Ruptures and continuities reform?	Natalia Milanesio, "Sex and Democracy: The Meanings of the Destape in Postdictatorial Argentina," <i>Hispanic American Historical Review</i> , Vol. 99, No. 1, February 2019, 91-122.	Final Paper Proposal (11/3)
Week 12: Transitional justice				
11/9	W	Truth commissions and accountability	Kathryn Sikkink, <i>The Justice Cascade: How Human Rights Prosecutions are Changing World Politics</i> (New York: W.W. Norton, 2011), 70-83 Excerpts from: Priscilla Hayner, <i>Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions</i> (New York: Routledge, 2011).	
11/11	F	NO CLASS: VETERAN'S DAY		
Week 13: Memory struggles				
11/16	W	Remembering and forgetting	Steve J. Stern, <i>Remembering Pinochet's Chile: On the Eve of London, 1998</i> (Durham: Duke University Press, 2004), 7-8; 20-34; 51-67.	
11/18	F	Struggles over narratives Film: <i>The Year My Parents Went on Vacation</i> (Cao Hamburger, 2006)	Rebecca Atencio, <i>Memory's Turn: Reckoning with Dictatorship in Brazil</i> (Madison: University of Wisconsin Press, 2014), ch 4.	Revised Final Paper Proposal
Week 14: Legacies				
11/23	W	Corruption, debt, and drug trafficking	Lina Britto, "The Drug Wars in Colombia," in the <i>Oxford Research Encyclopedia of Latin American History</i> (2020).	
11/26	F	NO CLASS Thanksgiving		
Week 15: Cold War revisits?				
11/30	W	The return of the right and Cold War discourse	President Jair Bolsonaro addressing the UN General Assembly, September 2019	
12/2	F	Wrapping up		
Final Paper submitted through Canvas, due				