This course is an overview of contemporary human rights concerns in Latin America from an anthropological perspective. General theoretical issues in the study of human rights such as the tension between universal conceptions of human rights and the anthropological insistence on cultural integrity will frame the our study, and theory in the course will be supplemented by case studies focused primarily on Argentina, Guatemala, and Columbia. Central to the course will be the issue of violence in the context of state social contracts with citizens and the manner in which revolutionary and social movements have responded to the breach of such contracts since the middle of the twentieth century. The relationship between traditional human rights concerns, on one hand, and social and cultural rights, on the other, will receive considerable attention throughout the course, as will processes of democratization and the meaning of reconciliation in post-conflict societies. While the course structure provides a broad framework for our work together, students are encouraged to put their personal stamp on assignments and class participation in ways that will reflect their particular cultural and geographic interests within Latin America.

Leaning Outcomes—
Following completion of this course students will be able to
• Demonstrate in oral and written discourse a working knowledge of current issues in the study of human rights in global terms but with a specific focus on Latin America;
• Utilize the conceptualization of human rights and praxis embodied in the case studies as a basis for comparison with other world regions and in different arenas of human activity such as religion, social and community life, politics, and economics.

Texts—
The following books are required for this course in addition to a number of readings that will be posted on or linked to the Moodle course management system at the appropriate time in the semester:


Course Requirements, Grading, and Attendance—
This class will operate primarily in a seminar style that requires your active participation. This begins by attending class regularly, asking good questions, and participating in class discussions. All of this, naturally, presupposes that you will have done reading assignments before class. Class attendance is
expected, and it is your responsibility to turn in assignments when they are due and to complete any assignments that are made in class, e.g., short reaction papers, small group discussion assignments, etc. Occasional video materials used to supplement our readings are integral to the course and should be treated as such. Because the class requires a commitment to dialogue, absences and marginal participation will have a negative impact on your grade. Finally, please check our course on Moodle with some degree of regularity since it will be our primary means of out-of-class communication during the semester.

Grading in this course will follow the system outlined in the Davidson Catalog and consist of the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Discussion Leadership</td>
<td>20%</td>
</tr>
<tr>
<td>Response/Reflection Papers</td>
<td>45%</td>
</tr>
<tr>
<td>Final Research Project</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

In addition to the comments about class participation above, students will also help facilitate class discussion by co-leading (with a classmate) the class discussion on two different occasions during the semester. The task will be to take an article or book chapter on the syllabus and present the main ideas, relating them to the larger course themes. Additionally, presenters will bring critiques and discussion questions to facilitate our engagement with the material. Feel free to consult with your instructor in preparing for these presentations. I envision the student part of the presentation to last about 15 minutes, and assessment will be based on the style and quality of your presentation as well as your ability to elicit discussion of salient issues in the readings. I will be an active participant in the discussions, and it will be my task to try and bring closure to our work on any given day.

Response papers will involve brief (~3-4 page) summaries of the readings for four different segments of the course. I will provide more details on each summary a week before the due date, but they will typically cover the readings from a couple of weeks out of the course or an extended reflection on a particular theme. Some articles not assigned as class readings from Wickham-Crowley and Eckstein's *What Justice? Whose Justice?: Fighting for Fairness in Latin America* will likely be included as fodder for these assignments, in addition to other outside articles related to human rights in Latin America. These assignments on the whole are designed for you to bring a critical perspective to your engagement with human rights and culture in the region.

The integrative aspect of the course is a research paper dealing with the human rights situation in a specific Latin American country. Although primarily a library research paper, the task is to provide an overview of the primary human rights issues in the country you choose within the framework of human rights discourse as we come to understand that discourse in the class. Your task is to strive for an ethnographic tone as much as possible in addressing human rights concerns delineated in your work. The course readings should provide both background material and some evidence of the range of movements and approaches to studying them that fall within the broad parameters of the anthropological study of human rights. The paper should be 10 pages in length, sans the bibliography and title page. The essay should engage the following issues:
– the history and background of the human rights concerns in relation to national agendas in the
country you have chosen;
– the particular types of human rights agendas receiving attention and a sense of the specific ways
those agendas are being pressed (using the discourse and practice of participants to the
extent possible);
– the accomplishments and ongoing struggles of the movement(s) to date;
– a discussion of what the human rights situation in your particular country reveals about the
Latin American human rights climate as it has been addressed in the course.

Students will provide updates on their progress and issues of interest on an irregular basis
throughout the second half of the course. Of the 35% of the your semester grade from this project, a one-
page project proposal due no later than 8 October and an oral presentation summarizing your work
(approximately 7 minutes) during the last week of class will be factored into the paper grade. A
preliminary draft will be due immediately before Thanksgiving break, and the final product is due on the
first day of the final examination period, 9 December.

N.B.: All written work should be provided in hard copy and posted on Moodle no later than 5:00 on the
due date. Text should be in a regular 12 point font, and papers should have 1-inch margins on each side
(you may need to use the custom settings in Microsoft Word). In-text (parenthetical) citations are required
in written work, which should also be written in conformity with the author-date system of The Chicago
Manual of Style, 16th edition (2010). The Chicago style, sometimes known as the Turabian system, is
explained most fully for students in Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and
Dissertations, 8th edition (The University of Chicago Press, 2013). I highly recommend placing a copy of
this by your desk, although you can find a summary page at

Academic Integrity and the Davidson Honor Code—
As a student at Davidson College, you are expected to uphold the highest standards of academic
integrity. For this community of learning, these standards are embodied in the Honor Code, and any
violation of that code will be dealt with as stipulated. Should an ambiguous situation arise in your writing
or other assignments, by all means seek clarification before determining a course of action. You may
submit written assignments for help with editing (i.e., grammar and punctuation), but all written work
should be your own or properly documented as having come from another source.

Student Accommodations—
Students with disabilities are protected under the American Disabilities Act, and Davidson College
provides support services for students with disability concerns. To address specific accommodations,
contact the Office of the Dean of Students and make an appointment with your instructor at your earliest
convenience.

Davidson is also committed to respecting religious diversity. If a religious obligation prevents you
from completing an assignment or meeting a class, please communicate with your professor in advance to
make alternative arrangements. Furthermore, the college works to create an environment safe from sexual
misconduct. For resources in this area see the website at http://www.davidson.edu/offices/dean-of-
students/sexual-misconduct.
Course Schedule –
[Aspects of this schedule will be modified if it seems in the best interest of the course.]

Human Rights and the Anthropological Perspective

Week of 22 August
Tuesday
Syllabus and Introductions

Thursday
Cornell University Press, pp. 89-106.
Mobilizing for Human Rights, introduction
Sonia Cárdenas, 2010, Human Rights in Latin America: A Politics of Terror and Hope, Philadelphia:
University of Pennsylvania Press, pp. 21-36 [Ebrary volume, download to your computer]
Nelsons, pp. 1-29 (chapters 1-5)

Week of 29 August
Tuesday
AAA Statements on Human Rights 1947 and 1999
Universal Rights Down to Earth, introduction, pp. 3-20
Cárdenas, Human Rights in Latin America, pp. 36-51

Thursday
Mobilizing for Human Rights, chapter 1
Universal Rights Down to Earth, Part I: Rights in Theory, pp. 23-56
Nelsons, pp. 30-87 (chapters 6-13)

Case Study I – Argentina: Dictators, Violence, and the Dirty War

Week of 5 September
Tuesday
Universal Rights Down to Earth, Part II: Rights in Practice, pp. 59-76
Mobilizing for Human Rights, chapter 2
Political Violence and Trauma, part 1, chapter 1

Thursday
Political Violence and Trauma, chapter 2
Nelsons, pp. 88–160 (chapters 14-20)
– Response Paper I Due—9 September –
**Week of 12 September**

**Tuesday**  
*Political Violence and Trauma*, chapters 4, 5, and 6

**Thursday**  
*Universal Rights Down to Earth*, Part II: Rights in Practice, pp. 76-111  
Nelsons, pp. 161-208 (chapters 21-26)

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**Week of 19 September**

**Tuesday**  
*Political Violence and Trauma*, chapter 8 and part 3, chapters 9-10

**Thursday**  
*Universal Rights Down to Earth*, Conclusion, pp. 115-123  
*Political Violence and Trauma*, chapters 11 and 12  
*Mobilizing for Human Rights*, chapter 3  
Evening film on either Argentina or Chile

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**Week of 26 September**

**Tuesday**  
*Political Violence and Trauma*, part 4, chapters 13-16  
Nelsons, pp. 209-279 (chapters 27-33)  
**Thursday**  
*Political Violence and Trauma*, conclusion  
*Mobilizing for Human Rights*, chapter 4 and 5

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**Case Study II – Guatemala: Indigenous Peoples, Historical Memory, and Reconciliation**

**Week of 3 October**

**Tuesday**  
Video, “Precarious Peace,” part I  
*Guatemala: Never Again!*, introductory material, pp. xv-xxxiii; part I, pp. 3-50  
**Thursday**  
*Guatemala: Never Again!*, part I, pp. 51-102  
– Response Paper II Due—7 October

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**Week of 10 October**

**FALL BREAK – 10-11 October**

**Thursday**  
*Guatemala: Never Again!*, part II, pp. 105-177; part III, pp. 264-285  
Nelsons, pp. 380-359 (chapters 34-41)  
Additional reading on Catholic Church, revolutions, and structural violence, Medellín documents of the 1968 Latin American Bishops Conference (CELAM) and Colombian peace process, TBA  
– Final Project Proposal Due—14 October –
**Week of 17 October**

**Tuesday**
*Guatemala: Never Again!,* part IV pp. 289-324


**Thursday**


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**Case Study III – Social Movements and Environmental Rights in Latin America: Human Rights and the Future**

**Week of 24 October**

**Tuesday**

**Thursday**

Cardenas, *Human Rights in Latin America,* pp. 159-186

*Counting the Dead,* introduction

— Response Paper III Due—31 October

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**Week of 31 October**

**Tuesday**
*Environmental Justice in Latin America,* introduction and chapter 1

**Thursday**
*Environmental Justice in Latin America,* chapters 2 and 3

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**Week of 7 November**

**Tuesday**
*Mobilizing for Human Rights,* chapter 6

*Environmental Justice in Latin America,* chapter 4

**Thursday**
*Environmental Justice in Latin America,* chapter 5

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**Week of 14 November**

**Tuesday**
*Environmental Justice in Latin America,* chapters 6 and 7

**Thursday**
*Environmental Justice in Latin America,* chapters 8 and 9
Week of 21 November
  Tuesday
  *Environmental Justice in Latin America*, chapters 10 and 12
  – Preliminary Draft of Final Essay Due—21 November –

THANKSGIVING BREAK – 23-25 November

Week of 28 November
  Tuesday
  *Mobilizing for Human Rights*, chapters 7 and 8
  Presentations
  Thursday
  Presentations and evaluation

Optional Classes – 5-7 December (Classes End)

Reading Day – 8 December

– Final Research Essay Due—9 December –

Examination Period – 9-15 December (No Sunday Exams)