COURSE DESCRIPTION

This course will analyze and discuss the creative ways in which issues of human rights, indigenous rights and sexual minority rights have been incorporated in literature and other forms of aesthetic expression in South America, particularly during and after the periods of authoritarian regimes in Argentina (1976-1983) and Chile (1973-1990). Key topics include: the relationship between literary, artistic and cultural production and the experience of human rights abuse; cultural production and the representation of political history; the role of literature and the arts in challenging authoritarian regimes and in rebuilding a democratic, public culture; and the specific power of metaphorical and allegorical language.

In order to develop an interdisciplinary approach to the aforementioned issues we will critically analyze literary works, testimonios, films, political songs, journalistic writing, archives and historical documents. We will pay particular attention to the intersection of aesthetics and ethics in times of state repression, political violence, inequality, discrimination and social exclusion.

In particular, we will study literary texts, works of art and historical documents in the context of the dictatorships of the 1970s and 1980s in Argentina and Chile. Within this historical framework, the course will give critical attention to the emergence of social movements in human rights, indigenous rights and sexual minority rights in these countries. This course will also attend to the implications of these processes for the United States and for the international community.
A major goal of the course is to train students in the use of conceptual and technical tools for developing literary and cultural analysis and interpretation across different genres. Understanding historical context will play a central role in this critical endeavor. In order to fully accomplish this objective, this course provides students with methodological tools for academic writing, critical reading, and library research. Subsequently, at the end of this course the student will be able,

1. to critically read literary texts and artwork;
2. to understand and properly use basic notions in literary and cultural analyses as well as in human rights studies;
3. to write a critical response paper and a library research-based paper following the standards of academic writing;
4. to exercise creativity and sensitivity in the use of language in writing about literature, the arts and humanistic issues;
5. to be able to respectfully share, discuss, reflect on and self-critique ideas; and,
6. to be cognizant of the resources available for research and learning at UT and to use them efficiently.

**Required Readings:**

1. Books available at The Co-Op*:

   *The Little School: Tales of Disappearance and Survival in Argentina* by Alicia Partnoy

   *Chile, Pinochet, and the Caravan of Death* by Patricia Verdugo

   *Distant Star* by Roberto Bolaño

   *Kiss of the Spider Woman* by Manuel Puig

2. Course Packet # 1 and 2 available at Jenn’s Copy (2200 Guadalupe St.)

3. Some readings and materials will be available on the Course Blackboard.

4. Some materials may be accessed through the Gale Virtual Reference Library ([http://www.lib.utexas.edu/indexes/index.php](http://www.lib.utexas.edu/indexes/index.php)), which constitutes a valuable primary research tool for this class.

5. Films will be available at the Fine Arts Library.

* All the required texts will be on reserve at the Benson Library.
Lectures and Reading Schedule

Monday - January 17
Martin Luther King Jr. Day Holiday (No classes)

On the Notion of Human Rights

Wednesday – January 19

Course Introduction: A brief presentation on the notion of human rights.
How to use the Gale Virtual Reference Library and the UT Library Databases.

Friday – January 21 [sections]

On the notion of Human Rights.

Readings:
At the Gale Virtual Reference Library:


Monday – January 24

The “Universalization” of Human Rights:

Reading: Universal Declaration of the Human Rights

Human Rights, Political Violence and Testimonio in Times of Dictatorships: Argentina and Chile

Wednesday – January 26

The death of a songwriter and an artist: Victor Jara. The historical context of General Augusto Pinochet’s and the Junta’s regime (1973-1990) and the violation of human rights in Chile; the political and aesthetic role of the diary and other testimonios.
Reading: “The Pinochet Years” from Simon Collier and William Sater’s *A History of Chile* (p. 359-389)

*Diary of a Chilean Concentration Camp* (1975) by Hernán Valdés (p. 5-69)

**Friday – January 28 [sections]**

*Diary of a Chilean Concentration Camp* (1975) by Hernán Valdés (p. 70-110)

**Monday – January 31**

*Diary of a Chilean Concentration Camp* (1975) by Hernán Valdés (p. 111-160)

**Wednesday – February 2**


**Friday – February 4 [sections]**

*The Little School* (1986) by Alicia Partnoy (p. 11-73)

**Monday – February 7**

*The Little School* by Alicia Partnoy (75-136)

“Never Again” by the National Commission on the Disappearance of Persons in Argentina

**Poetry, or the Power of Metaphorical Language in Times of Censorship and State Repression**

**Wednesday – February 9**
Basic categories in poetry and poetic language: symbol, metaphor and interpretation.
Reading: “Ode to the Air,” a poem by Pablo Neruda

**Friday – February 11 [sections]**
Read about repetition and allegory in the Gale Virtual Reference Library.
“Corpses” by Néstor Perlongher

**Monday – February 14**
“Arrival,” “Hell and Solitude,” “Roads,” “Notes,” “Wire Meshes,” “Beyond Torture,” “The Blindfold,” and “No Greater Pain Beneath the Trees,” poems from *Dawson* by Aristóteles España
**Cinematic Solidarity, or the Role of Movies in Times of Human Rights Abuses**

**Wednesday – February 16**

Lecture on the cinematic genre of the documentary and politically committed filmmaking; the film *Official History* and its contexts.

* Special film session (TBA): *Official History*

**Friday – February 18 [sections]**

Discussion of the film *Official History*

**Monday – February 21**

- Class meets at the Benson Library (Group #1 at 10am; Group #2 at 10:25am)
  - Introduction to the Benson Collection and the Horman Papers at the Benson Library (hosted by UT Archivist Christian Kelleher).

Reading: “The Chilean Road to Socialism, 1970-73” from Collier and Sater’s *A History of Chile* (pp. 330-358); “Introduction” from *The Pinochet Files* by Peter Kornbluh.

- Special film session (TBA): *Missing*

**Wednesday – February 23**

The film *Missing* and its contexts.

Special guest: Ms. Joyce Horman, presenting on the case of Charles Horman and the role of the film “Missing”.

**Friday – February 25 [sections]**

Discussion of *Missing* and the intersection of film, collective memory and political history.


**Effects and Affects in Times of Human Rights Violations**

**Monday – February 28**

Affect, Kinship, and Performance in Times of the *Desaparecidos*

Readings: “The Madwomen at the Plaza de Mayo” by Hebe de Bonafini and Matilde Sánchez; excerpt from Diana Taylor’s *Disappearing Acts*.

**Wednesday – March 2**

The *Cueca Sola* Dance by the Mothers of the *Desaparecidos* in Chile

Guidelines for Mid-Term (Take-Home)
Friday – March 4 [sections]

Guidelines for Mid-Term (Take-Home)
Workshop on how to conduct library research on human rights: “Search Strategies” and UT Library Databases (session led by UT Benson Collection Librarian Adrian Johnson)

Turn in Essay #1.
Mid-Term (Take-Home) starts.

Media, Journalism and the Art of Truth under Authoritarian Regimes

Monday – March 7

Journalism, ethics and human rights: a video on journalists and free speech in Chile during the Pinochet regime; the work of Patricia Verdugo, and the profession of journalism under authoritarian regimes
Chile, Pinochet and the Caravan of Death by Patricia Verdugo (p. 1-60)

Wednesday – March 9

Chile, Pinochet and the Caravan of Death by Patricia Verdugo (p. 60-128)
Guidelines about how to write a research paper (Handout #1)

Turn in Mid-Term.

Friday – March 11 [sections]

Chile, Pinochet and the Caravan of Death by Patricia Verdugo (p. 129-228)

Monday – March 14 – Friday, March 18

*** Spring Break ***

The Voices and Sounds of Human Rights Activism in the Times of a Censored Audio Sphere:

Monday – March 21

Under censorship: “Another Brick on the Wall” by Pink Floyd and other banned songs and singers in the Argentina and Chile of the Juntas period.

Wednesday – March 23

Victor Jara, his testimonio and his legacy.
Reading: “Chile Stadium” by Victor Jara
Friday – March 25 [sections]

American singers and artists in solidarity with the human rights victims of Argentina and Chile. Guidelines about how to write a research paper (Handout #2)

Monday – March 28

Special guest: T-Kay Sangwand (Human Rights Archivist, UT Libraries), to speak about the Human Rights project at the UT Libraries:
http://lib.utexas.edu/hrdi

Wednesday – March 30

From class to sexual politics? Lessons from Manuel Puig’s literature.

Readings: *Kiss of the Spider Woman* by Manuel Puig (p. 3-47); excerpts from “The Dialogic Imagination” by Mikhail Bakhtin

Friday – April 1 [sections]

Discussion of *Kiss of the Spider Woman* by Manuel Puig (p. 48-112)

Monday – April 4

*Kiss of the Spider Woman* by Manuel Puig (p. 113-281)

Wednesday – April 6

“Going Public” by Jean Franco
Performance art by the *Yeguas del Apocalipsis* in Santiago, Chile.

Friday – April 8 [sections]

Guidelines about Essay #2; brainstorming about potential topics.

Aesthetics of Memory and Exile

Monday – April 11

Visual artworks by Catalina Parra

Wednesday – April 13

*Distant Star* by Roberto Bolaño (3-46)
Friday – April 15 [sections]

*Distant Star* by Roberto Bolaño (47-149)

Monday – April 18

The history of the human rights committees in Austin. Guest speaker Mr. Carlos Lowry.

Turn in Essay #2 (A Research-Based Paper)

**Post-Junta, Post-Pinochet, and Collective Memory**

Wednesday – April 20

Sites of memorialization in Argentina and Chile.

Friday - April 22 [sections]

Open discussion on the issue of memory in post-dictatorship societies.

Monday – April 25

Selection of poems from *INRI* by Raul Zurita

Wednesday – April 27

Lecture: Indigenous Rights: Beyond Human Rights?
Special Guest: Shannon Speed (Associate Professor of Anthropology and Director of the Indigenous Studies Initiative at The University of Texas)
“Self-Determination: A Foundational Principle,” chapter 3, from *Indigenous Peoples in International Law* by S. James Anaya

Friday – April 29 [sections]

Poems by Mapuche writers Leonel Lienlaf (Chile) and Liliana Ancalao (Argentina)

Monday – May 2

Video: “Wixage anai!” (about a Mapuche radio show in Santiago, Chile).
Reading: “Wixage anai!: Mapuche Voices On the Air” by Luis Carcamo-Huechante.
Toward a Transnational Conversation

Wednesday – May 4

Lecture: Law, Rights, and Communities
Special Guest: Karen Engle (Cecil D. Redford Professor in Law & Director Rapoport Center for Human Rights and Justice, University of Texas School of Law)
Reading: “The Periphery of Law 70: Afro-Colombians in the Caribbean” and “Conclusion” from The Elusive Promise of Indigenous Development (2010) by Karen Engle

Friday – May 6

A Letter on September 11th by Ariel Dorfman; final discussion

Friday – May 13

Spring Semester Final Examination: 9:00 – 12:00 noon

GRADING

1. Essay #1: A critical response paper; 4-5 pages, double spaced: 20%
2. Essay #2: A library research-based paper; 5-6 pages, double spaced: 20%
3. Mid Term (Take-Home): 20%
4. Final Exam: 20%
5. One written report (2-3 pages each, in English or Spanish) about a university lecture: 5%
6. Attendance, participation and an oral presentation in sections: 15%.

University lectures: Students are required to attend one university-wide lecture organized by The College of Undergraduate Studies OR a lecture related to the subject matter of the course that is offered by a different UT institution, department, institute, center or program. A schedule and list of possible lectures will be posted on Blackboard.

Guidelines for Writing: a set of specific guidelines for your writing assignments will be posted on the course’s Blackboard page. A goal of the course will be to contribute to the improvement of students’ writing skills in both Spanish (Essay 1 and 2) and in English (Essay 3).

Classroom and Blackboard Participation: students are expected to actively contribute to class discussions as well as to participate in the Discussion Forum on Blackboard. Additionally, each student will be able to keep a Journal on Blackboard, in order to weekly write brief reflections and comments about the material we are studying.

Attendance Policy: Students are expected to attend all class meetings. If you are unable to attend a class and you have a valid reason (for example, illness, family emergency or religious holiday), then you should inform me about it, and we can arrange an appointment for a make-up during my office hours.
**Academic Dishonesty:** Academic dishonesty--cheating, plagiarism, turning in work done by someone else--will not be tolerated and will result in a grade of zero for the test/assignment in question. Cases of suspected academic dishonesty will be referred to Student Judicial Services.

**Important Notice for All the Enrolled Students:**

Accommodations: students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

Recommendations on Influenza H1N1: students and professors should closely follow the Center for Disease Control and Prevention’s recommended responses to the potential spread of influenza (H1N1) during the academic year 2010-11. Please look for guidance at the following web address,