

LALS 129S

Memory in the Americas

Summer 2023

Remote and asynchronous instruction

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Office Hours: TBD



Outdoor sculpture by Nicolás Guagnini. It is named "30.000" in honor of the total number of Argentinians who disappeared after the military's coup of 1976. Image from parquedelamemoria.org.ar/en/art-sculptures-placed/

A lo largo de los siglos, América Latina no sólo ha sufrido el despojo del oro y de la plata, del salitre y del caucho, del cobre y del petróleo: también ha sufrido la usurpación de la memoria. Desde temprano ha sido condenada a la amnesia por quienes le han impedido ser. La historia oficial latinoamericana se reduce a un desfile militar de próceres con uniformes recién salidos de la tintorería. Yo no soy historiador. Soy un escritor que quisiera contribuir al rescate de la memoria secuestrada de toda América, pero sobre todo de América Latina, tierra despreciada y entrañable: quisiera conversar con ella, compartirlle los secretos, preguntarle de qué diversos barros fue nacida, de qué actos de amor y violaciones viene.

Eduardo Galeano, *Memoria del Fuego*

Through the centuries, Latin America has been despoiled of gold and silver, nitrates and rubber, copper and oil: its memory has also been usurped. From the outset it has been condemned to amnesia by those who have prevented it from being. Official Latin American history boils down to a military parade of bigwigs in uniforms fresh from the dry-cleaners. I am not a historian. I am a writer who would like to contribute to the rescue of the kidnapped memory of all America, but above all of Latin America, that despised and beloved land: I would like to talk to her, share her secrets, ask her of what difficult clays she was born, from what acts of love and violation she comes.

Eduardo Galeano, *Memory of Fire*

Course Description

This course will analyze the construction of memory in Latin America by focusing on its colonial past and persistent colonial logics and those who resist these impositions. We will start by analyzing how some processes of memory—and history-making—are shaped by Eurocentric knowledge creation. We will analyze and deconstruct these processes from an epistemological and decolonial perspective. We will study the interrelations of power and the production of history by focusing on two case studies: the myth of the discovery of the Americas and the forgotten history of Haiti. We will also consider how Latin American history has been shaped by modernizing projects based on the dichotomy of civilization and barbarism. This dichotomy is behind past and present authoritarian projects and recurrent state violence in Latin America. We will analyze the long-lasting effects of the dictatorships and Operation Condor in Latin America and the political, judicial, and cultural responses to overcome impunity and oblivion.

Course Goals and Learning Objectives

1. **Understand** the tensions between past and present in the process of memory-making and their relations to power, resistance, and epistemology across disciplinary fields. Through creative writing, the students will be invited to analyze their own assumptions and beliefs on collective and individual memory and official history.
2. **Engage** with ideas of race across the Americas and how political and social structures have justified inequality along these bounds, and how these have affected the production of (hegemonic) history. Students will be able to recognize how power imbalance across racial lines have historically defined whose voices or stories are recognized or silenced.
3. **Grasp** key concepts related to memory and power, including coloniality, modernity, Eurocentrism, individual memory, collective memory, and social memory. In order to so, students will engage with a variety of authors and sources, from academic texts to literature pieces.
4. **Apply** and **draw** connections among these concepts to analyze specific cases and events to provide a general understanding of the construction of memory in Latin America. Students will apply and draw these connections by analyzing a while range of material such as short stories, art pieces, songs, and news articles.

5. **Engage** in human rights discussions of past and present historical events through in the Americas through digital storytelling. Collaboratively and creatively, students will develop their digital storytelling skills for exposing human rights and memory struggles across time and space.
6. **Create** coherent arguments to explain how the theory studied allows us to understand specific materials or cases of study, by connecting them to personal and/or collective experience/history. Students will be able to connect their private memories and histories, to broader historical events, and how and why the official narratives of these events have changed.
7. **Develop** critical thinking in the study of memory, history, and knowledge production across local and transnational lines. This also involves the connection between individual and collective experiences and processes of remembering/forgetting with broader processes of injustice and power imbalances.

Course Assignments and Grade Distribution

1. Weekly Assignments: 30%

The weekly assignments will allow you to reflect on the readings and the lectures as well as to articulate your own ideas.

You will need to complete one weekly assignment, for a total of ten weekly tasks. Each assignment will be 3 points for a total of 30 points in total.

2. Online Discussion Forums: 25%

Participation in the discussion forums will allow you to discuss and present your own ideas while interacting with the ideas of other students, which will also contribute to building an environment of collaboration and camaraderie.

You will post a response in a total of five discussion forums. Each forum will be worth 5 points for a total of 25 points in total. For each forum, you must also comment on the answers of two of your colleagues.

3. Autobiographical Essay - Locating your life within history/memory: 10%

This assignment is an invitation to think retrospectively and creatively about memory processes in your own life.

4. Progressive Final Digital Story-telling Project: 35%

This collaborative and creative project will address all learning outcomes. You and your classmates will need to critically engage with texts and find new methods of counter-story-telling that will allow you to hone your arguments. Each student group will find sources that address memory a history from different perspectives. **Please refer to the final project guidelines for more information.**

A. (10%) Proposal:

You will be assigned to a group and your group will submit a brief proposal for the final project by the second week. Students will explain how their project relates to course material in their written proposal and suggest methods for exploring their chosen story.

The instructor will present an example story map for you, based on the syllabus, and will provide resources sourced from the UCSC library to help you with this assignment. Some preliminary information can be found here: <https://guides.library.ucsc.edu/DS/Resources/StoryMaps>

B. (25%) Digital Story Map Final Group Project:

Your group will submit a digital piece analyzing the subject chosen based on the class material. The instructor will work closely with each group to guide and give feedback in each stage of the project. The goal of this assignment is to develop a counter story-telling analysis by creating a story map (via StoryMap). Your map will need to include both digital images as well as text explanations. Any additional creative elements (video/audio recordings, artworks, etc.) are welcome but not required. You will be assessed on your ability to incorporate theoretical material from the course with your particular “case study” encased in your story map. You should focus primarily on the theoretical models you employ, the particular issues marked in your region and times, and discuss how you are presenting narratives that are commonly ignored in traditional historical accounts (thinking about Indigenous peoples, women, LGBTQ+ stories, histories of suppressed rebellions, accounts of hidden atrocities, etc.). The final version of the Story Map will be submitted and shared with the class during finals week.

Course Materials

All required readings will be available via PDF files on the CANVAS, Course Readings under Files. Students are required to read all the assigned material prior to class and are expected to engage in class discussion.

Office Hours

The instructor will hold virtual office hours weekly for two hours a week (dates TBD). Alternatively, please feel free to email the instructor to schedule an appointment. This a reading-intensive course and assignments are unique, but the instructor believes you can rise to the challenge. If you are not achieving the level of work you are capable of, the instructor is more than happy to assist you in aiding your study skills, helping you read critically, and working with you to craft strong arguments.

Grading Policy and Instructor Feedback

It is important for students to meet the course deadlines. If you are having difficulty meeting deadlines, please contact the instructor to discuss your situation. Please do not wait to reach out as the instructor is willing to work with you in finding a solution. The instructor will grade and give you feedback within 3 days after the submission of short assignments and 7 days after the submission of major assignments.

I will provide direct comments and feedback on your assignments. [Please click here to learn how to access my comments in Canvas.](#) For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Please click here to learn how to access grading rubrics for assignments.](#) If you have questions or comments on your grade, please contact the instructor within the following 7 days after you receive your graded assignment.

Student Feedback

At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

Student Hours for Course

UC Senate Regulation 760 specifies that one academic credit corresponds to a total of 30 hours of work for the median student over a quarter. A 5-unit course should therefore take 15 hours of a student's time each week. You are expected to watch two-hour lectures each week, 6 hours of reading, 2 hours for watching and studying other visual material, and 5 hours of homework.

Class Policy on Inclusion and Accessibility

This course will address sensitive subjects on race, sexuality, gender, and other themes. It is expected that students will interact with one another and the instructor respectfully, and we as a group will go over specifically how to do this on the first day of class. Sexism, racism, homophobia, transphobia, xenophobia, ableism, etc., will **NOT** be tolerated.

The instructor will immediately employ any DRC accommodations requested by any student, and all students are welcome to request accommodations from the instructor directly.

If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

Title IX/Care Advisory

You are encouraged to include a Title IX and CARE (Campus Advocacy, Resources & Education) statement in your syllabus to address your reporting responsibilities and to provide students with information on resources and support services. You are welcome to use the text below or alter it to suit your own needs. However, at a minimum, it is recommended that you inform students of the following: (1) University policy requires you to report Title IX misconduct, and (2) the CARE office offers confidential support. This sample statement was created in collaboration with the UC Santa Cruz Title IX Office and leadership at CARE.

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#) by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

Note: The following statements are optional. You may choose to incorporate any or all of them as they are or (even better) revise them so that they are more relevant to your course or field.

Academic Integrity

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

Intellectual Property

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

Religious Accommodation

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

All-Gender Restrooms

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

Principles of Community

I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

Difficult Conversations

In our online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

Report An Incident of Hate or Bias

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: form: [Hate/Bias Report Form](#).

Student Services

[Counseling and Psychological Services](#)

Many students at UC Santa Cruz face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/Technology

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

For all other help and support, including the health center and emergency services, Click here to go to UCSC's [Emergency Services](#) page. Always dial 9-1-1 in the case of an emergency.

PROGRAM

Week 1. Introduction	
Read	Short Story – Galeano, “Forgetting / 4”
Week 1. Modernity & (De)coloniality	
Read	<p>Maldonado-Torres. “The Decolonial Turn”</p> <p>Quijano. “Coloniality and Modernity/Rationality”</p> <p>Short Story – Monterroso, “The Eclipse”</p> <p>OPTIONAL – Maldonado-Torres. “Colonialism, Neocolonial, Internal Colonialism, the Postcolonial, Coloniality, and Decoloniality”</p> <p>OPTIONAL – Dussel. “Europe, Modernity, and Eurocentrism”</p> <p>OPTIONAL – Mignolo. “Modernity and Decoloniality”</p>
Week 2. History & Power: A History of the Impossible	
Read	<p>Jelin. “What Memories Are We Talking About”</p> <p>Trouillot. “An Unthinkable History”</p> <p>Short Story – Borges, “The Ethnographer”</p> <p>OPTIONAL – Jelin. “Memory in the Contemporary World”</p> <p>OPTIONAL – Trouillot. “The Three Faces of Sans Souci”</p> <p>OPTIONAL – Buck-Morss. “Hegel and Haiti”</p>
Week 2. History & Power: The “Discovery”	
Read	<p>O’Gorman. “Part One. History and Critique of the Idea of the Discovery of America” (I, VII-XI)</p> <p>Dussel. “I_ From the European Ego - The Covering Other (Chs 1,2,4)</p>
Week 3. Civilization & Barbarism: Las Casas vs Sepúlveda	
Read	<p>Hanke. “Las Casas’ response to Sepulveda”</p> <p>Dussel. “Critique of the Myth of Modernity”</p> <p>Poem – “The White Man’s Burden”</p>

Week 3. Civilization & Barbarism: 500 Years of Resistance	
Read	Henrique-Martins. "Internal Colonialism, Postcolonial Criticism, and Social Theory" Reyes & Rodriguez. "Testimonio. Origins, Terms, and Resources" OPTIONAL – Rostica. "The Naturalization of Peace and War. The Hegemonic Discourses on the Political Violence of Guatemala"
Watch	Documentary – Yates, "500 Years: Life in Resistance"
Week 4. State Repression & Memory: Mexico	
Read	Martínez. "68, 43: Analyzing the Collective Memories and Cultural Traumas of Mexico's most infamous atrocities" Bosteels. "From Ayotzinapa to Tlatelolco: A Memorial of Grievances against the State" OPTIONAL – Botello. "It Was the State: The Trauma of the Enforced Disappearance of Students in Mexico"
Watch	Mini-documentary – Tomlinson, "Tlatelolco Plaza Student Massacre"
Week 4. Post-Dictatorships & Memory: Argentina	
Read	Jelin. "Perspectives on the Past. Conflictive and Never-Ending" Crenzel. "Toward a History of Political Violence and the Disappeared in Argentina"
Watch	Mini-documentary – Tupa, "The Search"
Week 5. Post-Dictatorships & Memory: Chile	
Read	Stern. "Introduction to the Trilogy: The Memory Box of Pinochet's Chile" Klubock. "History and Memory in Neoliberal Chile"
Watch	Documentary – Guzmán, "Nostalgia for the Light"
Week 5. (Neo)Authoritarianism & Memory: Brazil	
Read	Bivar. "'Long Live the Polarization': The Brazilian Radical Right and the Uses of the Past under Jair Bolsonaro"