

Non-violence and Violence in Latin America

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Course Schedule

1. Introduction

Reading: E. Galeano, *Open Veins of Latin America*
N. Chomsky, *Year 501: The Conquest Continues*
H. Lacey, "Understanding conflicts between North and South"

As much as possible of the two books should be read before the first class. (Read them over the Christmas break.) In place of *Open Veins*, you may prefer to read parts of Galeano's three-volume work, *Memory of Fire*, a journalist's imaginative reconstruction of events in the Americas over the past 500 years.

2. The theology of liberation

Reading: I. Ellacuria, "Liberation theology and socio-historical change in Latin America"
_____, "Utopia and prophecy in Latin America"
_____, "The challenge of the poor majority"
_____, "The true social place of the church"
H. Lacey, "On liberation"
H. Lacey, "What is liberation theology?"
I. Martin-Baro, "From religion as opium to religion as liberating faith"
I. Martin-Baro, "Religion as an instrument of psychological warfare"

3. Violence

Reading: I. Martin-Baro, "Violence in Central America: a social psychological perspective"
_____, "The appeal of the far right"
_____, "From dirty war to psychological war"
_____, "War and the psychosocial trauma of Salvadoran children"
_____, "Political violence and war as causes of psychosocial trauma in El Salvador"
I. Ellacuria, "Liberation theology and socio-historical change in Latin America" (pp. 39-42)
_____, "Violence and non-violence in the struggle for peace and liberation"

4. Non-violence

Reading: D. Barbe, *A Theology of Conflict and other writings on non-violence*
P. McManus and G. Schlabach, *Relentless Persistence* (selections)
J. Sobrino, "Notes on maintaining spirituality in times of violence"

5. Human rights

Reading: I. Ellacuria, "Fundamental human rights and the legal and political restrictions placed on them"
_____, "The historicization of the concept of property"
_____, "Human rights in a divided society"
_____, "The kingdom of God and unemployment in the third world"
_____, "Historicization of human rights from the perspective of oppressed peoples and the popular"

majority"

_____, "Underdevelopment and human rights"

S. Montes, et al "Economic, social, and cultural rights in El Salvador"

H. Lacey, "Liberation theology and human rights"

- Guatemalan Human Rights Groups, "Document expressing the consensus of the civil sector groups on human rights"

Human Rights Watch, *Indivisible Human Rights: the relationship of political and civil rights to survival, subsistence and poverty.*

6. Development, liberation, democracy

Reading: I. Ellacuria, "Utopia and prophecy in Latin America" (re-read parts on "liberation")

_____, "The challenge of the poor majority" (re-read parts on "civilization of capital vs civilization of work")

S. Montes, "Is democracy possible in an underdeveloped country?"

F.H. Cardoso and E. Falletto, *Dependency and Development in Latin America* (pp. vii-xxv, 1-28, 172-176)

W.W. Rostow, *The Stages Of Economic Growth* (pp. 1-16)

J. Samuel Valenzuela and A. Valenzuela, "Modernization and dependency"

A. Escobar, "Power and visibility: development and the invention and management of the third world"

_____, "Encountering development"

United Nations, *Sustainable Development: changing production, social equality and the environment .*

I. Martin-Baro, "Towards a psychology of liberation"

7. Violations of human rights and non-violent responses: Brazil

Reading: America's Watch, *Police Abuse in Brazil*

_____, *Prison Conditions in Brazil*

_____, *Rural Violence in Brazil*

_____, *Criminal Justice: violence against women in Brazil*

_____, *The Struggle for Land in Brazil: rural violence continues*

_____, *Prison Massacre B Sao Paulo*

_____, *Urban Police Violence in Brazil*

_____, *Defending the Earth: abuses Of human rights and the environment*

Amnesty International, *Brazil: cases Of killings and ill-treatment Of indigenous peoples*

_____, *Brazil: amnesty international briefing*

_____, *Brazil: authorized violence in rural areas*

_____, *Brazil: torture and extrajudicial execution in urban Brazil*

L. Weschler, "A miracle, a universe"

Torture in Brazil:

J. Hurley, "Brazil: a troubled journey to the promised land".

8. Violations of human rights and non-violent responses: El Salvador

Reading: America's Watch, *El Salvador's Decade of Terror*

M. Danner, "The truth of El Mozote"

United Nations, *El Salvador Agreements: the path to peace*

_____, "From Madness to Hope: the 12-year war in El Salvador",

Report of the Commission on the Truth for El Salvador

R. Cardenal, "The first one hundred days of the peace treaty"

J. Arriola and D. Mena, "The reaches and limits of social agreement in El Salvador"

9. Prospects for democracy: debt, neo-liberalism, the popular movement

Reading: J. G. Castaneda, *Utopia Unarmed: the Latin American left after the cold war*

Popular Liberation Forces of El Salvador, "Strategy for socio-economic development and democracy in El Salvador"

A. Montoya, "The new popular strategy: an alternative strategy"
J. Garrison, "Hunger is unethical: the citizen's war on poverty"
S. George, *A Fate Worse Than Debt: the world financial crisis and the poor*
S.S. Golub, "The political economy of the Latin American debt crisis"

10. Conscientizacao

Reading: P. Freire, *Pedagogy of the Oppressed*

11. New social movements: theory

Reading: A. Escobar and S.E. Alvarez (eds.), *The Making of Social Movements in Latin America*, chs. 1,5,16,17,18
E. Jelin (ed.), *Women and Social Change in Latin America*, introduction, ch.7

12. New social movements: women's movements in Brazil and El Salvador

Reading: *A Dream Compels Us: Voices of Salvadoran Women*
Caipora Women's Group, *Women in Brazil*

13. Land. ecology. indigenous peoples

Reading: D. Faber, *Environment Under Fire: imperialism and the ecological crisis in Central America*

14. Violence against the university

Reading: M. Duggert, *Death Foretold: the Jesuit Murders in El Salvador*
T. Whitfield, *Paying the Price*
I. Ellacuria, "Is a different kind of university possible"
I. Martin-Baro, "Developing a critical consciousness through the university curriculum"