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Collana	Key Texts in Anti-Colonial Thought
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Nota di contenuto	Frontmatter -- Contents -- Series Editor's Preface -- Acknowledgements -- Notes on Translations -- Notes on Sources -- Introduction -- 1 Central American Modernities 1920–1944 -- 2 Enduring Militarism 1952–1960 -- 3 Dependency, Development, and New Roles for Student Movements 1960–1981 -- 4 Revolution and Civil War 1966–1981 -- 5 Revolutionary Futures 1976–1983 -- Conclusion: Contemporary Resistance -- Index
Sommario/riassunto	Collects more than sixty foundational documents from student protest from the frontlines of revolutionFew people know that student protest emerged in Latin America decades before the infamous student movements of Western Europe and the U.S. in the 1960s. Even fewer people know that Central American university students authored colonial agendas and anti-colonial critiques. In fact, Central American students were key actors in shaping ideas of nation, empire, and global exchange. Bridging a half-century of student protest from 1929 to 1983, this source reader contains more than sixty texts from Guatemala, Nicaragua, Honduras, El Salvador, and Costa Rica, including editorials, speeches, manifestos, letters, and pamphlets. Available for the first time in English, these rich texts help scholars and popular

audiences alike to rethink their preconceptions of student protest and revolution. The texts also illuminate key issues confronting social movements today: global capitalism, dispossession, privatization, development, and state violence. *Key Features* Makes available for the first time to English-language readers a diverse archive of more than sixty foundational documents and ephemera accompanied by an introduction, section introductions and further reading. Expands the geographic scope of anti-colonial movement scholarship by presenting anti-colonial thought in the most contentious decades of the 20th century from a region peripheral even within anti-colonial and postcolonial studies. Advances anti-colonial and postcolonial studies by taking urban students as critical actors and so recasting thematics of the peasantry, the rural/urban divide, and religion. Suggests a new social movement chronology beyond the so-called Global 1968," or the common notion that student movements peaked in May 1968 in Paris, New York City, Berkeley, and Mexico City"
