LAH 3931 Section 03A4

**Crime and Criminality in the Americas**

Spring 2018

Tuesday (1:55-2:45pm) & Thursday (1:55-3:50pm)

TUR 2354



Netflix’s hit series *Narcos* depicts a lush world of intrigue, lies, sex, and—of course—drugs. Its worldwide success owes to an audience already captivated by Latin American crime. In fact, images of Central American *maras* covered in ornate tattoos and the high-profile arrests of “crime bosses” have all but defined how some American publics have envisioned “bad immigrants” since the late 1990s. Meanwhile, deportations, violence within prisons, and overwhelming impunity generate ongoing human rights crises in the region. How do these seemingly distinct observations connect?

This class examines the complex histories of crime, criminality, and incarceration in Latin America through a variety of texts and approaches, including fiction, history, political theory, memoir, and case study. We will read texts from cities, the countryside, plantations, bedrooms, convents, and gambling houses; texts invoking race, gender, sex, and class; texts about travel, translation, slavery, labor, and the rise of modern prison systems in the Americas.

**Course Goals**

By the end of the course, you will:

* come to understand how the very ideas of “crime” and “the criminal” were formed between the 17th and 19th centuries
* recognize how changing notions of crime, criminality, policing, and the law reflect important changes Latin American lives over time
* recognize and be able to analyze primary sources, including newspapers, speeches, diaries, music, photographs, films, and other visual sources
* improve your critical thinking skills
* improve your argumentative (thesis-driven) writing skills

This course is organized with a hemispheric focus, to call attention to how crime and criminality—from the very moments of European colonization—involved circulation north and south, west and east, linking North America, South America, West Africa, Europe, and East Asia.

The format of the class:

The reading for the week is due on Tuesday and we’ll discuss it all week. On Tuesdays, I will give a contextual lecture and we will begin to discuss the readings. On Thursday, we will have discussion, led by two of your classmates.

**Readings**

As this is a 3000-level class, you can expect to read around 70 pages per week, usually a combination of primary and secondary sources (including scholarly articles and book chapters). As you well know, not all reading is created equal and some texts will be harder than others, though they appear shorter at first glance.

*Required*

Many of our readings will be primary sources that are available as PDFs on Canvas.

You will also purchase three books for this class.

**Texts to buy:**

Salvatore, Aguirre, Joseph, eds. *Crime and Punishment in Latin America*

John Rollin Ridge/Yellow Bird, *The Life and Adventures of Joaquín Murieta*

Oscar Martínez, *History of Violence*

On the weeks when you write a reading response, you will read the optional readings and discuss them in relation to the assigned documents. The optional readings are available on Canvas.

*Suggested*

Skidmore and Smith’s *Modern Latin America* may be helpful in providing good background information that will help you if you are confused about context. You can obtain this book from the library and from a number of booksellers for a low cost. You may find Ricardo D. Salvatore and Carlos Aguirre, *The Birth of the Penitentiary in Latin America: Essays on Criminology, Prison Reform, and Social Control, 1830-1940* (Austin: University of Texas Press, 1996) helpful.

**Assignments and Grading:**

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| --- | --- | --- |
| Attendance and Participation | Your participation in class is crucial to our and your success. You will have two unexcused absences this semester without penalty. I will take attendance every class period and you are responsible for monitoring how it will affect your grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:  https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx | 200 points (20% course grade) |
| Leading Class Discussion | On one Thursday, you and a classmate (or two) will lead our class discussion on the readings assigned for that week. How you organize your discussion is up to you and your partner, though I would encourage you to be innovative, creative, and engaging in your approach. You will sign up for your presentation during Week 2 and may not change or reschedule your date. | 100 points (10% course grade) |
| Paper 1 | For Paper 1, you will discuss the assumptions about race, gender, class, and ethnicity that informed a famous or notable case of your choosing (from Latin America, obviously). Focus, too, on theories and practices of criminality, crime, and policing. Your paper must include theoretical, secondary, and primary sources. You may use assigned readings. Your paper should be about 1500 words in length. | 200 points (20% course grade) |
| Paper 2 | Drawing from your readings, lectures, and class discussions, for Paper 2, you will discuss the changing meaning of “justice” across the 19-21st centuries in Latin America. Your paper must include theoretical, secondary, and primary sources. You may use assigned readings. Your paper should be about 1500 words in length. | 200 points (20% course grade) |
| Final Project | Working in groups, you will research a topic in histories of crime and criminality that we may or may not have touched upon in class. You will engage theories of crime and criminality, secondary materials, and original primary source research. What you research and the format you choose is, largely, up to you. You will present your projects during the last week of class. | 300 points (30% course grade) |

There will be many opportunities during the semester to attend relevant events for extra credit. Note: You are eligible to earn extra credit points only if you have completed all assignments. Extra credit may not be completing in lieu of assignments.

How to calculate your grade: You will earn points for each assignment, which will add up to a possible 1000 points across the semester. At any point, you can calculate your own grade by dividing the number of points you have earned by the number of points you *could have earned* and multiplying by 100.

Grade Scale

A+ 980 C+ 770

A 930 C 730

A- 900 C- 700

B+ 870 D+ 670

B 830 D 630

B- 800 D- 600

For information regarding current UF policies for assigning grade points, see:

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**Honor Code**

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

**Cell phones, tardiness, class conduct**

We may disagree at times, but together we will learn to respectfully discuss topics that are important to us. Please treat one another with generosity.

Cell phone usage during class is distracting, as are online shopping and developing your online presence. In our class, please enjoy 50-100 minutes of distraction-free thinking. Please refrain from computer use that is not directly related to the class. Should you choose to succumb to distraction, you will forfeit points earned for attending class on that day.

**Accessibility and accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565 or www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

[Note: I may update the syllabus if necessary through the course of the semester. If changes are made, the updated syllabus will be made available in hard copy and on the course Canvas site.]

**//\\//\\//\\ COURSE SCHEDULE //\\//\\//\\**

**Week 1—Crime and Criminality: Introduction (Jan. 9 & 11)**

Documents

* Michel Foucault, “The Body of the Condemned,” *Discipline and Punish: The Birth of the Prison* (1977)
* Carlos Aguirre and Ricardo D. Salvatore, “Introduction: Writing the History of Law, Crime, and Punishment in Latin America,” *Crime and Punishment in Latin America*, Salvatore, Aguirre, and Gil Joseph, eds.

Supplementary readings:

Michel Foucault and Alan Sheridan, trans., *Discipline and Punish: The Birth of the Prison* (New York: Vintage Books, 1995)

Michel Foucault, *Madness & Civilization: A History of Insanity in the Age of Reason* (New York: Vintage Books, 1988)

**Week 2— Indigeneity, Sex, and the Law in Spanish Colonies (Jan. 16 & 18)**

Documents

* Excerpts, Laws of Burgos Concerning the Treatment of Indians (1512-13), *Hispanic American Historical Review* (hereafter*, HAHR*) Vol. 12, No. 3 (Aug., 1932), pp. 301-326.
* Excerpts, New Laws (1542)
* Excerpts, Cortes de Cádiz, “The Political Constitution of the Spanish Monarchy”
* ”Catarina María Complains that Juan Teoia Forcibly Deflowered Her,” in *Colonial Lives: Documents on Latin American History, 1550-1850*, pp. 155-165

Secondary Readings

* María Elena Martínez, “The Black Blood of New Spain: Limpieza de Sangre, Racial Violence, and Gendered Power in Early Colonial Mexico,” *The William and Mary Quarterly*, Third Series, Vol. 61, No. 3 (Jul., 2004), pp. 479-520.

Supplementary readings:

Kelvin A. Santiago-Valles, ‘Forcing Them to Work and Punishing Whoever Resisted’: Servile Labor and Penal Servitude under Colonialism in Nineteenth-Century Puerto Rico,” in *The Birth of the Penitentiary in Latin America*

**Week 3—Property and Person/hood (Jan. 23 & 25)**

Documents

* Escaped slave ads from Jamaica and elsewhere in the Caribbean
* Joaquim Nabuco, "We Are Seeking Our Country's Highest Interests": An Abolitionist Analyzes Slavery and Calls for a Break with the Past (1883)

Secondary readings

* Diana Paton, “The Penalties of Freedom: Punishment in Post-emancipation Jamaica” in *CPLA*
* Maria Helena Pereira Toledo Machado, “From Slave Rebels to Strikebreakers: The Quilombo of Jabaquara and the Problem of Citizenship in Late-Nineteenth-Century Brazil,” *HAHR* Vol. 86, No. 2 (May, 2006), pp. 248-274.

Supplementary readings:

Charles F. Walker, “Crime in the Time of the Great Fear: Indians and the State in the Peruvian Southern Andes, 1780-1820,” in *CPLA*

**Week 4—Criminality in Democracy and Nation-Building (Jan. 30 & Feb. 1)**

Due: Group Project Initial Proposal

Secondary readings

* Ricardo D. Salvatore, “Death and Liberalism: Capital Punishment after the Fall of Rosas,” in *CPLA*
* Dain Borges, “Healing and Mischief: Witchcraft in Brazilian Law and Literature, 1890-1922” in *CPLA*

Supplementary readings:

Carlos Aguirre, “The Lima Penitentiary and the Modernization of Criminal Justice in Nineteenth-Century Peru,” in *The Birth of the Penitentiary in Latin America*

Arlene J. Díaz, “Women, Order, and Progress in Guzmán Blanco’s Venezuela, 1870-1888,” in *CPLA*

**Week 5—Positivism and Criminology (Feb. 6 & 8)**

Documents

* TBD

Secondary readings

* Kristin Ruggiero, “Passion, Perversity, and the Pace of Justice in Argentina at the Turn of the Last Century,” in *CPLA*
* Pablo Piccato, “*Cuidado con los Rateros*: The Making of Criminals in Modern Mexico City,” in *CPLA*
* Lila M. Caimari, “Remembering Freedom: Life as Seen from the Prison Cell (Buenos Aires Province, 1930-1950),” in *CPLA*

Supplementary readings:

Steven Palmer, “Confinement, Policing, and the Emergence of Social Policy in Costa Rica, 1880-1935,” in *The Birth of the Penitentiary in Latin America*

**Week 6—Borderlands, Frontiers, and Outlaws (Feb. 13 & 15)**

Due: Paper 1

Documents

* John Rollin Ridge/Yellow Bird, *The Life and Adventures of Joaquín Murieta* (1854)
* “Juan Bandini Envisions an International Future for California,” (1830) in *Major Problems in the History of North American Borderlands*, pp. 243-244.

**Week 7—Sex Crimes and Culture Wars (Feb. 20 & 22)**

Secondary readings

* Cristina Rivera-Garza, “The Criminalization of the Syphilitic Body: Prostitutes, Health Crimes, and Society in Mexico City, 1867-1930,” in *CPLA*
* Donna J. Guy, “Girls in Prison: The Role of the Buenos Aires Casa Correcional de Mujeres as an Institution for Child Rescue, 1890-1940” in *CPLA*

Supplementary reading:

Olivia Maria Gomes de Cunha, “Learning to Serve: Intimacy, Morality, and Violence,” *HAHR* Vol. 88, No. 3 (2008), pp. 455-491

**Week 8—Incarceration and Medical Experimentation in Guatemala (Feb. 27 & March 1)**

Documents

* Browse Letters and other materials from John C. Cutler at the National Archives website, here: <https://www.archives.gov/research/health/cdc-cutler-records>

Secondary readings

* Susan Reverby, "Normal Exposure" and Inoculation Syphilis: A PHS "Tuskegee" Doctor in Guatemala, 1946-1948. *Journal of Policy History*Vol. 12, No. 1 (2011), pp. 6-28.
* Browse Presidential Commission for the Study of Bioethical Issues, *Ethically Impossible: STD Research in Guatemala from 1946 to 1948*, September 2011.

Supplementary readings:

Benjamin A. Cowan, *Securing Sex: Morality and Repression in the Making of Cold War Brazil* (Chapel Hill: University of North Carolina Press, 2016)

**SPRING BREAK**

**Week 9—Zoot Suit Riots: Latinos and War-Time Los Angeles (March 13 & 15)**

Due: Group Project Proposal

Documents

* Documents from the Sleepy Lagoon Trials, 1942-43
* Photographs from “Zoot Suit Riots”

Secondary readings

* Luis Alvarez, “Chapter 5. Zoot Violence in Los Angeles,” *The Power of the Zoot: Youth Culture and Resistance During World War II* (Berkeley: University of California Press, 2008), pp. 155-199.

Supplementary reading:

Luis Alvarez, “Chapter 2. Class Politics and Juvenile Delinquency” *The Power of the Zoot: Youth Culture and Resistance During World War II* (Berkeley: University of California Press, 2008), pp. 42-75.

**Week 10—Whither Reform? (March 20 & 22)**

Documents

* Excerpts, Joao Biehl, *Vita: Life in a Zone of Social* Abandonment
* Excerpts, Angela Davis, *Are Prisons Obsolete?* (2003)
* Carlos Aguirre, “Disputed Views of Incarceration in Lima, 1890-1930: The Prisoners’ Agenda for Prison Reform,” in *CPLA*

Supplementary reading:

Marcos Luiz Bretas, “What the Eyes Can’t See: Stories from Rio de Janeiro’s Prisons,” *The Birth of the Penitentiary in Latin America*, pp. 101-122.

**Week 11—Criminalization of Political Dissent (March 27 & 29)**

Documents

* TBD

Secondary readings

* Valeria Manzano, “The Creation of a Social Problem: Youth Culture, Drugs, and Politics in War,” *HAHR* Vol. 95, No. 1 (Feb., 2015), pp. 37-69.
* Ben Cowan, “‘Why Hasn’t This Teacher Been Shot?’ Moral-Sexual Panic, the Repressive Right, and Brazil’s National Security State,” *HAHR* 92:3 (2012): 403-436.

**Week 12—Human Rights, Truth, and Reconciliation (April 3 & 5)**

Documents

* \*\*CEH, “Acts of Genocide,” in *The Guatemala Reader*
* \*\*Verdict and News on the Trials of Efrain Rios Montt (2013 and 2017)
* \*\*HIJOS documents and photographs

Secondary readings

* Diane M. Nelson, ”The Algebra of Genocide,” *Who Counts? The Mathematics of Death and Life in after Genocide* (Durham: Duke University Press, 2015), pp. 63-92

Supplementary readings:

Steve J. Stern, *Remembering Pinochet’s Chile: On the Eve of London 1998* (Duke University Press, 2004)

Steve J. Stern, *Battling for Hearts and Minds: Memory Struggles in Pinochet’s Chile, 1973-1988* (Durham: Duke University Press, 2006)

**Week 13—Drug Wars and Counterrevolution (April 10 & 12)**

Due: Paper 2

Documents

* Fuerzas Armadas Revolucionarias de Colombia (FARC) and Ejército de Liberación Nacional (ELN), “Starting Points for the FARC and ELN” (1965 and 1964/1993)
* Joseph Fabry, James Mollison, Robert Romero Ospina, Daniel Jiménez, *El Espectador*, and Ricardo Malazán, “Turning Points in the Colombian Conflict, 1960s-1990s”
* Los Extraditables, “We Prefer a Grave in Colombia to a Cell in the United States” (1989)
* Diego Viáfara Salinas, “A Medic’s Life within a Cocaine-Fueled Paramilitary Organization” (1989)

Secondary readings

* Paul Gootenberg, “Between Coca and Cocaine: A Century or More of U.S.-Peruvian Drug Paradoxes, 1860-1980” *HAHR* 83:1 (Feb, 2003): 119-150
* Lina Britto, “Hurricane Winds: *Vallenato* Music and Marijuana Traffic in Colombia’s First Illegal Drugs Boom,” *HAHR* 95:1 (2015): 71-102

Supplementary reading:

Lina Britto, “Car Bombing Drug War History,” NACLA Report on the Americas, June 2016, pp. 177-180.

**Week 14—Futures of Criminalization (April 17 & 19)**

* Oscar Martínez, *History of Violence*

Supplementary reading:

Elana Zilberg, *Space of Detention: The Making of a Transnational Gang Crisis between Los Angeles and San Salvador* (Durham: Duke University Press, 2011)

**Week 15—Presentations & Wrap-Up (April 24)**

* Douglas Hay, “Law and Society in Comparative Perspective” in *CPLA*