

ANTH 231
Crime in Latin America
(Syllabus is subject to change. Check Moodle for latest version)

Tues / Thurs 10:10 – 11:30a
HEG 201

Instructor: Jonah S. Rubin

Office Hours: Wednesday 9a – noon
Signup at: www.jonahrubin.com/office-hours
Hopson 303

Moodle Enrollment Key: paramilitaryS17

Course Description:

From San Salvador to Rio de Janeiro and from Mexico City to Bogotá, a number of Latin American cities now frequently proclaim themselves to be “the most violent city in the world.” In this course, we examine the recent wave of violence perpetrated by non-, para-, and state actors in Latin America through an ethnographic perspective and place these ethnographies into conversation with social scientific approaches to crime, violence, and human rights. Examining law breaking in the 21st century provides a lens through which to work through the meanings of states, citizenship, and identity. In this context, we ask: What constitutes criminal activity and who decides the answer to this question? How and when does crime threaten the state? What is the relationship between the violence of state and non-state actors? How can we rethink globalization through the lens of criminal activity? Readings will examine the experience of crime in post-Civil War San Salvador, criminality resulting from the securitization of the U.S.-Mexico border, the mirroring of criminal and state enterprises in Brazil, and surveillance technologies in Mexico City.

Course Goals:

By the end of this course, students should:

- Have an understanding of major social scientific approaches to crime and violence
- Be able to apply these social scientific theories to ethnographic accounts of crime in Latin America
- Compare and contrast the relationship between state and non-state violence
- Write a thesis-based essay that mobilizes evidence from texts to support your arguments

Assignments

Class participation (10% of final grade) will include attendance of classes, active participation in classroom discussions, and attendance at the instructors' office hours. Attending all classes is mandatory, unless the student makes arrangements with me prior to her absence. Students are expected to read all required readings carefully and to come to class prepared to discuss them. And although there exists a wide range of ways to participate in the course (including in class, office hours, and online), active participation is a requirement for this course, not extra credit.

Moodle Responses (5% of final grade): Over the course of the semester, students will post five (5) questions based on class readings on the Moodle discussion board. Additional posts beyond the five will count towards your class participation grade. To help your fellow students understand your question, your post must cite at least one page from the text we have read. Your questions should be something that can serve as the basis for class discussion (i.e. not a yes/no question). This may be a confusion about the meanings or implications of the text, a question comparing parts of the same text, questions about the relationship between different texts we have read, or anything else that can spark class discussion. We will begin each class with at least one of these posts, so please come to class prepared to present your thoughts to the class. Please post your responses no later than 10 p.m. on the night before class.

Map Quiz (5% of final grade): Wednesday of week 2, we will begin class with a 15-minute quiz on the geography of Latin America. A blank map of Latin America will be distributed and you will have to identify ten locations on that map based on clues distributed at the beginning of class. To help you study, a blank map is available on the class Moodle page along with a list of locations you should know.

Response Papers (80% of final grade): The majority of your grade will be based on a series of short papers that you compose at the end of each unit, based on questions distributed in class. Your paper should articulate a clear thesis in its introduction and bring enough evidence to convince a skeptical reader of your position. Please use standard formatting (1 inch margins, standard font, standard kerning, double-space, include page numbers) and include citations following a professional style. Although my personal preference is for Chicago author-date (Click the "author-date" tab at: http://www.chicagomanualofstyle.org/tools_citationguide.html), I will accept any professional writing style. Additional writing tips are available on Moodle.

Students who have already moderated may choose to conduct an original research paper instead of the four response papers. If you choose this option, you must inform the instructor and receive approval for your research paper by the end of week three. Your term paper must be based on original research into a topic related to the course themes and must engage the readings we have done this semester. Your 15-page final paper will be worth 70% of your grade. A two-page preparatory research proposal outlining your questions, sources of data, and thesis will be worth 10% of the grade. You will still be expected to actively participate in class, post questions to Moodle, and take the map quiz.

Policies

Screens Policy: My preference is that no electronic devices be used in class. However, since many of our readings are articles and book chapters and, recognizing the high costs of printing, I will permit you to have laptops or tablets with the readings pulled up on two conditions. First, you must take notes on the reading, using a program like Skim or in a separate Word document. Second, that you continue to take classroom notes on a paper notebook. Phones are not permitted under any circumstances. If you need an exemption to this policy, please contact the instructor as soon as possible.

Plagiarism and Academic Integrity Policy: This class has a zero tolerance policy on plagiarism. As per Bard College's Academic Regulations (<http://www.bard.edu/undergraduate/requirements/>): "The Bard faculty regards acts of plagiarism very seriously...Students who are found to have plagiarized or engaged in academic dishonesty will be placed on academic probation." Plagiarism will also result in an automatic failure in the course.

Disability Policy: If you require any accommodation for this course, please present the instructor with a copy of your Accommodation Verification Letter as soon as possible. Bard College's Disability Support Coordinator can be contacted at: disabilityservices@bard.edu or 845.758.7532.

Absence Policy: You are expected to attend all classes, arriving on time and remaining for the duration of the class. After more than two unexcused absences, I reserve the right to lower your final grade. After more than six unexcused absences, I reserve the right to withhold a passing grade. I will count two late-arrivals as equivalent to one absence.

Required Texts: This course is organized around reading full ethnographies about crime in Latin America. Most of these books are available at the campus bookstore. Articles and book chapters not from these books are available through Moodle. Keith Guzik's *Making Things Stick* is also available for free download at: <http://www.luminosoa.org/site/books/>.

Course Schedule:

Introduction:

Session 1.1 (31 Jan): Introduction

Session 1.2 (2 Feb): Foundations in the Social Science of Crime

- Durkheim, Emile. 1997. *The Division of Labor in Society*. New York: Free Press, pp. 16-17, 24-29, 53-64, 68-72, 77-86, 101-109.

Unit 1: Talking About Crime After Mass Violence

Session 2.1 (7 Feb): Theoretical Provocation

- Cohen, Stanley. 2002 (1972). *Folk Devils and Moral Panics*. New York: Routledge, pp. 1-12.
- Hall, Stuart, Chas Critcher, Tony Jefferson, John Clarke, and Brian Roberts. *Policing the Crisis: Mugging, the State, and Law and Order*. London: Macmillan Press, pp. 3-28.

Session 2.2 (9 Feb): Ethnographic Intervention

- Moodie, Ellen 2010. *El Salvador in the Aftermath of Peace: Crime, Uncertainty, and the Transition to Democracy*. Philadelphia, PA: University of Pennsylvania Press, pp. 1-7, 41-50, & Ch. 2 (pp. 51-82).

➤ **Assignment: Map Quiz in Class**

Session 3.1 (14 Feb): Ethnographic Intervention (Cont'd)

- Moodie, Ellen 2010. *El Salvador in the Aftermath of Peace: Crime, Uncertainty, and the Transition to Democracy*. Philadelphia, PA: University of Pennsylvania Press, Ch. 3 (pp. 83-112).

Session 3.2 (16 Feb): Ethnographic Intervention (Cont'd)

- Moodie, Ellen 2010. *El Salvador in the Aftermath of Peace: Crime, Uncertainty, and the Transition to Democracy*. Philadelphia, PA: University of Pennsylvania Press, Ch. 5 (139-168).

Session 4.1 (21 Feb) Geographic Interlocutor (Cont'd)

- Moodie, Ellen 2010. *El Salvador in the Aftermath of Peace: Crime, Uncertainty, and the Transition to Democracy*. Philadelphia, PA: University of Pennsylvania Press, Ch. 6 and Epilogue (169-214).

Session 4.2 (23 Feb) Geographic Interlocutor

- Goett, Jennifer. 2011. Citizens or Anticitizens? Afro-Descendants and Counternarcotics Policing in Multicultural Nicaragua. *The Journal of Latin American and Caribbean Anthropology*. 16(2): 354-379. doi: 10.1111/j.1935-4940.2011.01162.x

➤ **Paper 1: Distributed in Class. Due via Moodle on 1 March.**

Unit 2: The Surveillance State in Mexico**Session 5.1 (28 Feb): Theoretical Provocation**

- Foucault, Michel. 1977. "Panopticism." In, *Discipline and Punish: The Birth of the Prison*. New York: Vintage, pp. 195-228.

Session 5.2 (2 Mar): Sociological Intervention

- Guzik, Keith. 2016. *Making Things Stick: Surveillance Technologies and Mexico's War on Crime*. Berkeley and Los Angeles: University of California Press, pp. 1-10 and Ch. 2 (26-55)

Session 6.1 (7 Mar): Sociological Intervention (Cont'd)

- Guzik, Keith. 2016. *Making Things Stick: Surveillance Technologies and Mexico's War on Crime*. Berkeley and Los Angeles: University of California Press, Ch. 4 (99-140).

Session 6.2 (9 Mar): Sociological Intervention (Cont'd)

- Guzik, Keith. 2016. *Making Things Stick: Surveillance Technologies and Mexico's War on Crime*. Berkeley and Los Angeles: University of California Press, Ch. 6 (177-205).

Session 7.1 (14 Mar): Historical Interlocutor

- Piccato, Pablo. 2001. "Cuidado con los Rateros: The Making of Criminals in Modern Mexico City." In, *Crime and Punishment in Latin America: Law and Society Since Late Colonial Times*, edited by Ricardo D. Salvatore, Carlos Aguiere, and Gilbert M. Joseph. Durham, NC: Duke University Press, pp. 233-272.

Session 7.2 (16 Mar): Ethnographic Interlocutor: Class Choice.

- Goldstein, Daniel M. 2003. "In our own hands': Lynching, justice, and the law in Bolivia." *American Ethnologist* 30(1): 22-43.

OR

- Sharp, Ethan. 2014. "War Is Culture: Global Counterinsurgency, Visuality and the Petraeus Doctrine." *PMLA* 124(5):1737-1746.

➤ Paper 2: Distributed in Class: Due via Moodle 23 Mar

March 18-26: Spring Recess

Unit 3: Sovereignty, Violence, and Lawbreaking

Session 8.1 (28 Mar): Theoretical Provocation

- Agamben, Giorgio. 1998. *Homo Sacer: Sovereign Power and Bare Life*. Stanford, CA: Stanford University Press, pp. 15-29, 119-126, 136-143, 166-180

Session 8.2 (30 Mar): Ethnographic Intervention

- Willis, Graham Denyer. 2015. *The Killing Consensus: Police, Organized Crime, and the Regulation of Life and Death in Urban Brazil*. Berkeley and Los Angeles: University of California Press, pp. 1-13, 19-48.

Session 9.1 (4 Apr): Ethnographic Intervention (Cont'd)

- Willis, Graham Denyer. 2015. *The Killing Consensus: Police, Organized Crime, and the Regulation of Life and Death in Urban Brazil*. Berkeley and Los Angeles: University of California Press, Chs 5+6 (92-130).

Session 9.2 (6 Apr): Ethnographic Intervention (Cont'd)

- Willis, Graham Denyer. 2015. *The Killing Consensus: Police, Organized Crime, and the Regulation of Life and Death in Urban Brazil*. Berkeley and Los Angeles: University of California Press, Chs 7+8 (131-156)

Session 10.1 (11 Apr): Geographic Interlocutor

- Civico, Aldo. 2012. "Modes of Policing in Medellin, Colombia." *PoLAR: Political and Legal Anthropology Review* 35(1): 77-93.

Session 10.2 (13 Apr): Geographic Interlocutor

- Garces, Chris. "The Cross Politics of Ecuador's Penal State." *Cultural Anthropology* 25, no. 3 (2010): 459–496.

➤ **Paper 3: Distributed in Class. Due via Moodle 12 Apr**

Unit 4: Youth, Crime, and Neoliberalism on the Borderlands

Session 11.1 (18 Apr): Theoretical Provocation

- Comaroff, Jean and John L. Comaroff. 2016. "Crime, Policing, and the Making of Modernity: The State, Sovereignty, and the Il/legal." In *The Truth About Crime: Sovereignty, Knowledge, Social Order*. Chicago, IL: The University of Chicago Press.

Session 11.2 (20 Apr): Ethnographic Intervention

- Rosas, Gilberto. 2012. *Barrio Libre: Criminalizing States and Delinquent Refusals of the New Frontier*. Durham, NC: Duke University Press, pp. 3-22 and 29-54.

Session 12.1 (25 Apr): Ethnographic Intervention (Cont'd)

- Rosas, Gilberto. 2012. *Barrio Libre: Criminalizing States and Delinquent Refusals of the New Frontier*. Durham, NC: Duke University Press, Ch. 2 and 3 (pp. 55-88).

Session 12.2 (27 Apr): Ethnographic Intervention (Cont'd)

- Rosas, Gilberto. 2012. *Barrio Libre: Criminalizing States and Delinquent Refusals of the New Frontier*. Durham, NC: Duke University Press, Interlude + 4 (89-114).

May 2: Advising Day. No Class.

Session 13.1 (4 May): Ethnographic Intervention (Cont'd)

- Rosas, Gilberto. 2012. *Barrio Libre: Criminalizing States and Delinquent Refusals of the New Frontier*. Durham, NC: Duke University Press, Interlude + 4 (115-146).

Session 14.1 (9 May): Ethnographic Interlocutor

- Vogt, Wendy A. 2013. "Crossing Mexico: Structural Violence and the Commodification of undocumented Central American immigrants." *American Ethnologist* 40(4): 764-780.

Session 14.2 (11 May): Geographic Interlocutor

- Jusionyte, Ieva. "States of Camouflage." *Cultural Anthropology* 30, no. 1 (2015): 113–138. <http://dx.doi.org/10.14506/ca30.1.07>

☞ **Final Paper Questions Distributed in Class. Due via Moodle 22 May**