

HIS 3942

Crime and Criminality in the Americas

Fall 2019

Tuesday (10:40-11:30am) & Thursday (10:40-12:35pm)
McCarty Hall A 2186 (Tues) and Williamson Hall 0202 (Thurs)

Dr. Heather Vrana
Office: 364 Grinter Hall
Email: hvrana@ufl.edu
Office hours: Tues. 12:00-2pm, Thurs. 12:45-2pm, and by appointment

Graduate Assistant: Heather Gonyeau
Office hours: By appointment
Email: hgonyeau@ufl.edu
Location: Smathers Latin America Collection Reading Room

The History Practicum – Introduction and Objectives of the Course

This course is designed to help students develop fundamental skills in critical reading, analytical thinking, historical research, and argumentative writing, all of which are needed to succeed in the major and which will serve students well in their future endeavors, no matter what profession or occupation they pursue after graduation.

These practical skills emphasize three areas: a) critical reading b) research and evidence and c) editing and peer assessment.

Our material will center on crime and criminality. 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

- come to understand how the very ideas of “crime” and “the criminal” were formed and changed over time;
- practice the basics of historical research and writing, including
 - o evaluating primary and secondary sources

- devising research questions
- identifying and avoiding plagiarism
- conducting library-based and online research
- analytical writing
- providing peer editing and feedback
- better understand some available careers in history

Attendance Policy and Expectations

Attendance is mandatory. You are permitted to miss two classes in the semester without penalty. After that, every missed class meeting will result in the lowering of your grade by 1/3 (i.e., a B becomes a B-, a C+ becomes a C, and so on...). Additionally, you must arrive to class on time. Late arrivals are disruptive and conspicuous. Like any and all classes at university, the assumption is that you are here to learn from the material, the professor, and your classmates; disagreement and lively debate are to be expected—please be mindful of the effect of your actions and words on others.

Format

This class meets from 10:40-11:30am on Tuesdays and from 10:40am-12:35pm on Thursdays. All reading for the week is due on Tuesday and we will work with it all week. Tuesdays will comprise lecture on crime and criminality in Latin America and Thursdays will comprise ½ lecture and ½ historiography/methodology. At times, this structure may change to accommodate lively discussion or lecture material on “off days.”

You are responsible for participating actively in all of these components. This is crucial to the success of the course and your success in the course.

Readings

As this is a 3000-level class, you can expect to read around 70-90 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 four books for this class.

Texts to buy:

Salvatore, Aguirre, Joseph, eds. *Crime and Punishment in Latin America*. Durham: Duke University Press, 2001.

Mark Donnelly and Claire Norton, *Doing History*. New York: Routledge, 2011.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's, 2012. [7th edition]

Joao Biehl, *Vita: Life in a Zone of Social Abandonment*. Berkeley: University of California Press, 2013. [Be sure to get the 2013 edition that is Updated with a New Afterword]

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 also 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* helpful.

Assignments and Grading:

Attendance and Participation	Your participation in class is crucial to our and your success. You will have <u>two</u> 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)
Tests	Twice in the semester, you will take a test on the material covered in readings and discussion. These tests will be taken in class and will be relatively short. They are worth up to 50 points each (total 100 points).	100 points (10% course grade)
Short Assignments	<ol style="list-style-type: none"> 1. Objects – 20 points 2. Plagiarism & Evidence – 20 points 3. Discuss a paragraph – 20 points 4. Schools of History – 30 points 5. Google v. Worldcat v. UF Databases – 20 points 6. Peer editing – 20 points 7. Topic to Question to Thesis to Essay – 40 points 8. Uses for/of History – 30 points 	200 points (20% course grade)
Reflection Paper	Drawing from your readings, lectures, and class discussions, you will discuss the changing meaning of “justice” across the 19-21 st 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 Paper/Project	Think of this assignment as a portfolio. Beginning with your object and composing a research question, title, 200-word abstract, annotated bibliography, thesis, and paper outline. Your project will be focused around the object that you chose, but also 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 be discussing your progress throughout the course with your classmates and me.	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 announced in class and on the course Canvas site.]

////// NOTES ////

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

Week 1—Crime and Criminality: Introduction (August 20 & 22)

Tuesday: Welcome and Class Policies

Thursday: Lecture on the History of Crime; discussion of the readings below; “Objects” activity introduced

In-class reading: Charlotte Davis, “From Mexican Prisons to Texas’ Death Row: My Journey in Exploring Contemporary Narratives of Criminality,” *ReVista: Harvard Review of Latin America*, Summer 2019.

Documents

- Michel Foucault, “The Body of the Condemned,” in *Discipline and Punish: The Birth of the Prison* (New York: Vintage Books, 1977)
- Carlos Aguirre and Ricardo D. Salvatore, “Introduction: Writing the History of Law, Crime, and Punishment in Latin America,” in *Crime and Punishment in Latin America*, ed. Salvatore, Aguirre, and Joseph (Durham: Duke University Press, 2001)

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 (August 27 & 29)

Tuesday: Lecture on Spanish law in the colonies

Thursday: Finish lecture; discussion of the selected court cases from *Colonial Lives*

Due (on Thursday): Short Assignment: Objects

Documents

- Excerpts, Laws of Burgos Concerning the Treatment of Indians (1512-13)
- Excerpts, New Laws (1542)
- Read three cases from the selections below in *Colonial Lives: Documents on Latin American History, 1550-1850*, ed. Richard Boyer and Geoffrey Spurling
 - “The Indians of Tejupan Want to Raise Silk on Their Own (Oaxaca, Mexico, 1543)”
 - “The Telling of Tales: A Spanish Priest and His Maya Prisoners (Yucatan, 1573-90)”
 - “*Directorio Para Confesores*: “Lords Who Hold Temporal Government Over Vassals” (Mexico, 1585)”
 - “Affairs of the Courtroom: Fernando de Medina Confesses to Killing His Wife (Charcas, 1595)”
 - “The Spiritual and Physical Ecstasies of a Sixteenth-Century *Beata*: Marina de San Miguel Confesses Before the Mexican Inquisition (Mexico, 1598)”

- “On Her Deathbed, Maria de la Candelaria Accuses Michaela de Molina of Casting Spells (Guatemala, 1696)”

Secondary readings

- Donnelly and Norton, Preface, pp. xi-xiii and Chapter 1, pp. 3-18

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*

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* 61, no. 3 (July 2004): 479-520

Week 3—Property and Person/hood (September 3 & 5)

Tuesday: Lecture on Slavery in Spanish Colonies

Thursday: Finish lecture; discussion of different types of evidence, possibilities thereof

Due (on Thursday): Short Assignment: Plagiarism & Evidence

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

- Donnelly and Norton, Chapter 4: Using Sources, pp. 65-81
- Rampolla, Chapter 6: Plagiarism, pp. 104-111 and Chapter 7: Quoting and Documenting Sources, 112-155 [NB. Use this text as a reference]
- Brian Connolly and Marisa Fuentes, “Introduction: From Archives of Slavery to Liberated Futures?” *History of the Present* 6, no. 2 (Fall 2016): 105-116

Supplementary readings:

Diana Paton, “The Penalties of Freedom: Punishment in Post-emancipation Jamaica” in *CPLA*
 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 Nation-Building (September 10 & 12)

Tuesday: Lecture on Juan Manuel de Rosas and post-independence Argentina;

Thursday: Finish lecture; discussion of law and nation-building; discussion of capital punishment from Foucault to Salvatore readings

Secondary readings

- Donnelly and Norton, Chapter 2: Changing Approaches to History, pp. 19-50 and Chapter 3: Creating Historical Knowledge, pp. 53-65
- Carlos Aguirre, “The Lima Penitentiary and the Modernization of Criminal Justice in Nineteenth-Century Peru,” in *The Birth of the Penitentiary in Latin America*

Supplementary readings:

Dain Borges, "Healing and Mischief: Witchcraft in Brazilian Law and Literature, 1890-1922" in *CPLA*
Arlene J. Díaz, "Women, Order, and Progress in Guzmán Blanco's Venezuela, 1870-1888," in *CPLA*

Week 5—Positivism and Prisons (September 17 & 19)

Tuesday: Lecture on 19th-century prisons and prison reform

Thursday: Finish lecture; discussion of readings;

Due (on Thursday): Short Assignment: Discuss a paragraph

Secondary readings

- Donnelly and Norton, Chapter 5: How do historians write history?, pp. 83-98
- Donna J. Guy, "Girls in Prison: The Role of the Buenos Aires Casa Correccional de Mujeres as an Institution for Child Rescue, 1890-1940" in *CPLA*
- Pablo Piccato, "*Cuidado con los Rateros*: The Making of Criminals in Modern Mexico City," in *CPLA*
- Carlos Aguirre, "Disputed Views of Incarceration in Lima, 1890-1930: The Prisoners' Agenda for Prison Reform," in *CPLA*
- Lila M. Caimari, "Remembering Freedom: Life as Seen from the Prison Cell (Buenos Aires Province, 1930-1950)," in *CPLA*

Week 6—Borderlands, Frontiers, and Outlaws (September 24 & 26)

Tuesday: Test 1

Thursday: Lecture on U.S./Mexico borderlands and outlaws; discussion on *TLAJM*

Documents

- John Rollin Ridge/Yellow Bird, *The Life and Adventures of Joaquín Murieta* (1854)

Week 7—Sex Crimes and Culture Wars (October 1 & 3)

Tuesday: Lecture on histories of gender and sexuality (especially sex and public health policing)

Thursday: Finish lecture(s); discussion of schools of history

Secondary readings

- Donnelly and Norton, Chapter 7: The power of history, pp. 117-136 and Chapter 8: Histories from another perspective, pp. 137-152
- Cristina Rivera-Garza, "The Criminalization of the Syphilitic Body: Prostitutes, Health Crimes, and Society in Mexico City, 1867-1930," in *CPLA*
- Kristin Ruggiero, "Passion, Perversity, and the Pace of Justice in Argentina at the Turn of the Last Century," in *CPLA*

Supplementary reading:
Olivia Maria Gomes de Cunha, "Learning to Serve: Intimacy, Morality, and Violence," *HAHR*
88, no. 3 (August 2008): 455-491

Week 8—Incarceration and Medical Experimentation in Guatemala (October 8 & 10)

Tuesday: Lecture on histories of medical experimentation, asylums, and incarceration

Thursday: Finish lecture; discussion of letters; discussion of research ethics in the humanities and social sciences

Due (on Thursday): Short Assignment: Schools of History

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* 23, no. 1 (January 2011): 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)

Week 9—Zoot Suit Riots: Latinos and War-Time Los Angeles (October 15 & 17)

Tuesday: Lecture on Latino migration to Los Angeles; start film, *Zoot Suit* (1981)

Thursday: Finish film; discussion of film and documents

Documents

- Documents from the Sleepy Lagoon Trials, 1942-43
<http://www.oac.cdlib.org/findaid/ark:/13030/tf3b69n8z8/>
- Photographs from the "Zoot Suit Riots"

Secondary readings

- Donnelly and Norton, Chapter 9: Popular history, pp. 153-170
- Browse this popular history website on the Zoot Suit Riots: "Zoot Suit Riots," Accessed online 6 August 2019. <<http://cita.disability.uiuc.edu/courses/2003-01-LIS350AR/lec19/flash/zoot-site/zoot/index.html>>
- Rampolla, Chapter 2: Working with Sources, pp. 8-25 [NB. Use this text as a reference]

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— Criminalization of Political Dissent (October 29 & 31)

Tuesday: Lecture on Operation Condor and Political Violence in the Southern Cone

Thursday: Finish lecture(s); discuss National Security Archive sources and uses of other sources

Due (on Thursday): Short Assignment: Google v. Worldcat v. UF Databases

Documents

- Operation Condor, National Security Archive Electronic Briefing Book No. 514, <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB514/>
- Operation Condor, National Security Archive Electronic Briefing Book No. 416, <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB416/>
- Brazil Conspired with U.S. to Overthrow Allende, National Security Archive Electronic Briefing Book No. 282, <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB282/index.htm>
- BRAZIL: TORTURE TECHNIQUES REVEALED IN DECLASSIFIED U.S. DOCUMENTS, National Security Archive Electronic Briefing Book No. 478, <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB478/>

Secondary readings

- Valeria Manzano, “The Creation of a Social Problem: Youth Culture, Drugs, and Politics in War,” *HAHR* 95, no. 1 (Feb., 2015): 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, no. 3 (August 2012): 403-436.

Week 11—Whither Reform? (October 22 & 24)

Tuesday: Discussion of *Vita* (read Part 1 and 2 for Tuesday)

Thursday: Test 2; Discussion of *Vita* (read Part 3, 5, and 6 for Thursday)

Secondary Readings

- Joao Biehl, *Vita: Life in a Zone of Social Abandonment* [NB. This is a longer reading—consider starting ahead of time...]

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 12—Human Rights, Truth, and Reconciliation (November 5 & 7)

Tuesday: Lecture on Guatemalan civil war and Truth and Reconciliation Commissions (TRCs)

Thursday: Finish lecture; begin discussion of “justice”

Documents

- CEH, “Acts of Genocide,” in *The Guatemala Reader*
- Recovering of Historical Memory Project, “Surviving,” in *The Guatemala Reader*
- Helen Mack, “What is Reconciliation,” in *The Guatemala Reader*

Secondary readings

- Diane M. Nelson, “Bonesetting: The Algebra of Genocide,” *Journal of Genocide Research* Vol. 18, no. 2-3 (2016): 171-187
- Heather Vrana, “Our ongoing fight for justice: the pasts and futures of *genocidio* and *justicia* in Guatemala,” *Journal of Genocide Research* Vol. 18, no. 2-3 (2016): 245-263

Supplementary readings:

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

Week 13—Justice (November 12 & 14)

Tuesday: Lecture on Chile and political violence

Thursday: Finish lecture; ongoing discussion of justice and “Death and the Maiden” play

Due (on Thursday): Reflection Paper on Meaning of Justice

Documents

- Ariel Dorfman, “Death and the Maiden”—C

Supplementary readings:

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

Week 14—Drug Wars and Counterrevolution (November 19 & 21)

Tuesday: Lecture on Colombia, the FARC, and the international cocaine trade

Thursday: Finish lecture; discussion of peer editing process; check-in on Final Portfolio

Due (on Thursday): Short Assignment: Peer Editing

Documents

- Fuerzas Armadas Revolucionarias de Colombia (FARC) and Ejército de Liberación Nacional (ELN), “Starting Points for the FARC and ELN” (1965 and 1964/1993)
- 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.

Oscar Martínez, *History of Violence*

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—Final Paper Workshop (November 26)

Tuesday: Final Paper Workshop

Due (on Tuesday): Short Assignment: Topic to Question to Thesis to Essay Reflection Paper

Secondary Readings

- Rampolla, Chapter 3: Approaching Typical Assignments in History, pp. 26-51 and Chapter 4: Following Conventions of Writing in History, pp. 52-82 [NB. Use this text as a reference.]

Week 16—Presentations & Wrap-Up (December 3)

Tuesday: Discussion of Hay chapter; final presentations

Due (on Tuesday): Short Assignment: Uses for/of History

Secondary Readings

- Donnelly and Norton, Part IV: History Today, pp. 171-190 and Conclusion, pp. 191-194
- Rampolla, Chapter 5: Writing a Research Paper, pp. 83-103 [NB. Use this text as a reference]
- Douglas Hay, “Law and Society in Comparative Perspective” in *CPLA*

Final Paper will be due by email at the time announced by the university as the end of the class’s final exam period.