Law and Order in the Americas
LAS 6938/4935
M| Period 3 – 5
(9:35 AM - 12:35 PM)
MAT 0009

Instructor: Dr. Rebecca Hanson

Email: r.hanson@ufl.edu

Office phone: 352-294-7191

Office: 3360 Turlington Hall

Office hours: Wednesday 10:00am – 1:00pm or by appointment

All communication regarding this course should occur through Canvas mail, not via email. In other words, do not email me at r.hanson@ufl.edu about this course. I cannot guarantee a timely response if you email me about the course outside of Canvas. Any information sent to me about class (attendance, request for assignment extensions, etc.) outside of Canvas will not be considered valid.

COURSE OVERVIEW

Law and order are concepts often invoked when politicians promote anti-crime policies and when civil society organizations demand protection and security from the state, but the conceptualization of law and order and ideas about how to achieve these vary according to historical context, state capacity, and formal and informal policies. In this class, we will follow how institutions associated with law and order developed in Latin America and how they have been transformed by recent changes in the region. We will examine how state development and state capacity shape institutions and practices of law and order and interrogate the relationship between law, order, and violence. Throughout the course we will examine case studies in Brazil, Guatemala, El Salvador, Venezuela, and other countries to understand how law and order are reproduced in the

Americas and under what conditions laws, rights, and citizenship are suspended in the name of order.

REQUIRED READINGS

Hanson, Rebecca. 2025. Policing the Revolution: The Transformation of Coercive Power and Venezuela's Security Landscape During Chavismo. New York: Oxford University Press. Online version available through UF's library.

Jaffe, Rivke. 2024. The Rule of Dons: Criminal Leaders and Political Authority in Urban Jamaica. Durham, N.C.: Duke University Press. Online version available through UF's library.

Moncada, By Eduardo. 2022 Resisting Extortion: Victims, Criminals, and States in Latin America. New York: Cambridge University Press. Online version available through UF's library.

Schwartz, Rachel. 2023. Undermining the State from Within: The Institutional Legacies of Civil War in Central America. Cambridge: University of Cambridge Press. Online version available through UF's library.

All other readings are available through Canvas.

MATERIALS AND SUPPLIES
None.

CLASS POLICIES & CULTURE

This classroom will be an anti-racist space and sex, gender, and sexuality inclusive. I will not tolerate hate speech, homophobia, or sexism of any kind in classroom discussions, assignments, or anywhere else.

This is a seminar, not a lecture-based course. Seminars are a part of your development as a professional. They are integral to your transition from being a student who receives

knowledge and information in classes to one that engages in constructive criticism and the production of knowledge.

Seminars are constructed in interaction, and the professor is more of a supervisor than a lecturer. I will provide a brief setup for some meetings and will try to provide an environment in which everyone feels comfortable participating, but responsibility for the seminar is borne collectively. The goal of this class is to learn by thinking, discussing and writing about issues of your interest.

This means that you must come to class prepared to discuss the readings, preferably with written comments and at least one <u>question</u> of your own. A rough guideline: *<u>everyone should speak at least once during each course meeting</u>*. If you feel uncomfortable speaking in groups, please schedule a time to meet with me so that we can identify other ways for you to contribute to the collective knowledge building process.

The purpose of the seminar format is to provide:
- students with exposure to a variety of research projects and activities in order to enrich their academic experience.
- an opportunity for students to develop skills in presentation and discussion of research topics in a public forum.
- a space where students become active participants in contributing to the course and the direction it takes rather than being a passive receiver of information through lectures

In order to maintain a productive classroom environment for all, it is essential to listen carefully to others and to voice dissent in a respectful manner. Respect for your fellow students, your professor, and the educational process is expected at all times. If you tend to talk a lot, make sure it is not to the detriment of others who want to speak. Don't interrupt others. If someone who rarely speaks suddenly wants to voice their opinion, consider ceding the floor to them.

If you have questions about the seminar format and expectations, feel free to talk with me and/or review the following website: https://grad.uw.edu/for-students-and-post-docs/core-programs/mentoring/mentor-memos/succeeding-in-a-graduate-seminar/

Electronics policy: You must put away all electronic devices, including cell phones and laptops, during the class. Leaving these items out during class may result in a grade penalty. An exception will be made for tablets **with a stylus**. Tablets cannot be used for anything other than note taking. We will use laptops for some in-class activities so please bring them to class for this purpose only.

Please turn your phone on silent unless there are extenuating circumstances that require others be able to contact you.

Students should bring in printed versions of the readings and reading notes to each class. You may also make notes on paper. Graduate students should have access to free printing via their departments. There are also locations on campus that allow students to print for free, though the page number is limited. **If you do not have access to a printer, please talk to me on the first day of class.**

Accommodations: Students may find themselves limited in their ability to accomplish course requirements for a variety of reasons, including but not limited to: autism, visible physical disability, non-visible physical disability or chronic illness, learning disability, mental illness, and bereavement processes. I aim to provide an inclusive and safe environment for all students and will work with the Disability Support Services and/or students to maintain an accessible and accommodating classroom. Please refer to the "Get Started With the DRC" webpage on the Disability Resource Center site for more information.

Some students seeking disability accommodations may choose to do so through non-medical routes. I recognize potential barriers to seeking medical disability accommodations and will work with students seeking non-medical disability

accommodations to specify a plan of action, if needed. Please notify be as soon as possible of any accommodation needs.

Health and Counseling: Health and counseling services are available for students in at the UF Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc; 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Student Names and Personal Pronouns: I will refer to students with the name and pronoun that feels best for them in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Affairs, https://lgbtq.multicultural.ufl.edu/.

Inclusivity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Excused Absence Policy: Excused absences include serious or contagious illnesses, personal or family emergencies, university-sponsored activities, or religious holidays that require your absence from campus. You may be asked to provide documentation verifying your absence. If you know about an excused absence ahead of time, as in the case of a university sponsored-activity or religious holiday, let me know as soon as possible. Absences due to vacations, optional doctor appointments (e.g. teeth cleaning), or to be a spectator at an event are NOT excused. All other absences will be assessed on a case-by-case basis.

Late Work and Extensions: If you know you will not be able to turn in the assignment on time, please notify me as early as possible. Extensions must be arranged in advance. As a general rule I do not accept late work unless you have spoken with me about an extension before the due date. **Work missed due to excused absences can be made up without penalty, but it is up to the student to contact me about making up missed assignments.**

Grade Appeals: Grades will not be discussed via e-mail. If you have a question or a complaint about your grade, please contact me within 48 hours of posting to arrange a meeting time.

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions." See the UF Conduct Code website (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) for more information. If you have any questions or concerns, please consult with the instructor.

Course evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

COURSE ASSIGNMENTS

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. **If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.**

Whenever using AI tools include a statement along with the assignment explaining how they were used.

<mark>**All written assignments for the content analysis must be uploaded as an editable document (Word document or an equivalent) and not as a PDF. Include page numbers, your name, data of submission, and the name of the assignment at the top.**</mark>

Leading Class – Each student will lead class at least three times during the semester. Students will lead class in pairs of two or three. Leading class includes two essential elements. First, students leading the respective class will send discussion questions to me by 3:00 PM the Friday before class. Second, class leaders will use their questions to direct discussion for most of the class session. Rather than seeing this as a "test" of your leadership or teaching skills, think about this component as the chance to discuss and dig into the parts of the readings that you find most interesting or problematic. We will arrange student groups the first week of class.

Questions should be a mixture of summary or review questions (i.e. those that ask students to summarize an aspect of the reading, its arguments, and key concepts) and questions that interrogate, analyze, criticize, and engage with the readings. Finally, there must be at least three questions in total that ask students to put one reading in dialogue either with other readings assigned for that week or other texts we have read previously.

Tips on how to write questions for class discussion can be found in the ADDITIONAL MATERIALS folder in Canvas.

Reading Notes – Students will upload reading notes – 500 word minimum for undergraduates 750 word minimum for graduate students– for each class **starting January 26. Reading notes must be uploaded through Canvas before class.** You do not have to engage with all of the texts we read each week but will only receive credit for notes if you complete the assignment in a timely manner and critically engage with a few texts of most interest to you. Each reading note is worth 2 point towards your

final grade. <u>You are allowed to miss up to two class session's reading notes.</u> If you complete reading notes for all class sessions, you will receive an additional 2 point towards your final grade. **Make sure to include your name, class date, and topic at the top of your reading notes!!!**

Reading notes are useful for several reasons.

- They prepare students to come to class ready to engage in discussion
- Studies suggest that we retain information better if we take notes while reading
- Reading notes allow students to synthesize ideas, work through concepts, and develop opinions before having to articulate them in discussion

While I often review student notes before class, I do not provide feedback on reading notes.

Class Participation – There are various approaches to understanding law and order in Latin America. Part of this course involves students identifying which approaches and theories they find most useful and learning how to defend these choices. Discussion, debate, and constructive criticism are all integral to this process. While I will lecture at the beginning of some classes, much more time will be spent discussing, evaluating, and criticizing the readings assigned for the day. Classes will be much richer and beneficial if everyone comes to class prepared to discuss the readings, particularly in relation to your own research and research interests. The goal of our discussions in class is not to test your memory of the readings or to quiz you on the entirety of a text. Rather, they are a space for us to collectively work through the claims, arguments, and implications of the texts that we read, and go beyond them.

Participation Rubric
Below are factors I will take into account in evaluating participation

	Exemplary	Proficient	Satisfactory	Unsatisfactory
Frequency of participation in class	Student initiates contributions or meaningfully engages in ongoing discussions in 15 out of 15 classes	Student initiates contributions or meaningfully engages in ongoing discussions in between 10 and 14 classes out of 15 classes	Student initiates contributions or meaningfully engages in ongoing discussions in 8-10 classes out of 15 classes	Student initiates contributions or meaningfully engages in ongoing discussions in fewer than 8 classes out of 15 classes
Quality of comments made during participation	Comments represent genuine interest in class topics, engage with class readings and materials, and contribute to other comments that have been made.	Comments mostly represent genuine interest in class topics, engage with class readings and materials, and contribute to other comments that have been made. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are rarely constructive or relevant to the discussion. Student does not use appropriate terminology or exhibit engagement with the readings.

Content Analysis – Students will construct a conceptual content analysis of newspaper articles over the course of the semester. News stories can be in English, Portuguese, or Spanish. The content analysis will be oriented around a particular question related to topics discussed in class. Students will present drafts of the content analysis throughout the semester. See the ADDITIONAL MATERIALS folder in Canvas for further instructions.

Grading

Leading class	15
Reading Notes	22
Participation	18
Content Analysis Workshopping	15
Content Analysis	30
Total	100

Grading Scale

A	94 and above
A-	90-93
B+	87-89
B	83-86
B-	79-82
C+	76-78
C	72-75
C-	69-71
D+	66-68
D	62-65
D-	59-61
E	58 and below

The syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.

Jan. 12	**INTRODUCTION** • Review syllabus • Review course expectations • How to read for course • Arrange class leading groups • Discuss student selection day • AI and use of Chat GPT
Jan. 19	*** NO CLASS, MARTIN LUTHER KING DAY***
Jan. 26	**LAW, ORDER, AND RULE OF LAW** 1. Brinks, Daniel and Sandra Botero. Inequality and the Rule of Law: Ineffective Rights in Latin American Democracies 2. Cheesman, Nick. Law and Order 3. Fassin, Didier. Interactions 4. Rostron, Allen. Selections from "The Law and Order Theme in Political and Popular Culture" **Deep dive into country of interest**
Feb. 2	**STATE CAPACITY AND CIVIL WAR IN LATIN AMERICA** 1. Schwartz, Rachel. Undermining the State from Within, Chapters 1, 3, 5, & 9, *** ***Submit questions/topics for content analysis through Canvas before class*** ***Guest speaker: Rachel Schwartz**
Feb. 9	**THE WAR ON DRUGS IN LATIN AMERICA** 1. Flores-Macías, Gustavo A. The Consequences of Militarizing Anti-Drug Efforts for State Capacity in Latin America: Evidence from Mexico. 2. Bourgois, Philippe. Insecurity, the War on Drugs, and Crimes of the State 3. Telles, Ana Clara. Mothers, Warriors and Lords: Gender(ed) Cartographies of the US War on Drugs in Latin America 4. Reversing the War on Drugs: A five-point plan

	5. Ending the War on Drugs **Watch:** **The Power of Addiction and The Addiction of Power**
Feb. 16	**TRANSITIONAL JUSTICE** 1. Blair, Robert A. et al. Preventing Rebel Resurgence after Civil War: A Field Experiment in Security and Justice Provision in Rural Colombia 2. Bueno-Hansen, Pascha. The Emerging LGBTI Rights Challenge to Transitional Justice in Latin America 3. Trejo, Guillermo, Juan Albarracín, and Lucía Tiscornia. Breaking state impunity in post-authoritarian regimes: Why transitional justice processes deter criminal violence in new democracies 4. Figari Layús, Rosario. Transitional Justice in Latin America: Toward What Kind of Justice? ***Submit additional academic texts for content analysis through Canvas before class*** **Watch: Argentina, 1985**
Feb. 23	**POLICING IN CONTEMPORARY LATIN AMERICA** 1. Amparo Alves, Jaime. Police, Get Off My Back! 2. Hanson, Rebecca and Dorothy Kronick. Official Vigilantism 3. Müller, Markus-Michael. Community Policing in Latin America: Lessons from Mexico City 4. Wientraub, Michael. Mano Dura: An Experimental Evaluation of Military Policing in Cali, Colombia ***Submit list of news stories for content analysis through Canvas before class*** **Deep dive into country of interest**
March 2	**COURTS** 1. Forero-Alba, Sofía and Juan Carlos Rodríguez-Raga. Courting Judicial Legitimacy An Experimental Study of the Colombian Constitutional Court 2. Gonzalez-Ocantos, Ezequiel. Courts in Latin America 3. Kapiszewski, Diana and Matthew M. Taylor. Doing Courts Justice? Studying Judicial Politics in Latin America 4. **Mexico's Senate just approved changing the constitution. Here's what you need to know**

	In-class debate
March 9	**PRISONS**
	1. Antillano, Andrés. The Lights of Peonía: Violence and Prison Order in Venezuela
	2. Bergman, Marcelo Gustavo Fondevila. Justice Institutions in Latin America: The "Arrest and Convict" Machine
	3. Johnson, A., Densley, J. Rio's New Social Order: How Religion Signals Disengagement from Prison Gangs
	4. Wacquant, Loic. The Militarization of Urban Marginality: Lessons from the Brazilian Metropolis,
	Content Analysis Groups 1 & 2 Workshopping
	*Guest speaker: Andrés Antillano. This author session will be in Spanish. There will be an alternative activity for non-Spanish speakers.
March 16	****NO CLASS SPRING BREAK****
March 23	**CONTESTED SOVEREINGTY**
	1. Penglase, Ben. States of Insecurity: Everyday Emergencies, Public Secrets, and Drug Trafficker Power in a Brazilian Favela
	2. Lessing, Benjamin. Criminal Governance
	3. Louise Wood, Amy. The Spectacle of Lynching: Rituals of White Supremacy in the Jim Crow South
	4. Snodgrass Godoy, Angelina. When "Justice" is Criminal: Lynchings in Contemporary Latin America
	5. Vigilantism, again in the news, is an American tradition
	Content Analysis Group 3 Workshopping
March 30	**CASE STUDIES: VENEZUELA**
	1. Hanson, Rebecca. Policing the Revolution. Chapters 1, 4, 5 & 8***
April 6	**CASE STUIES: COLOMBIA, MEXICO, AND EL SALVADOR**
	1. Moncada, Eduardo. Resisting Extortion. Chapters 1, 3, 5, &5***
	Content Analysis Group 1 and 2 workshopping
April 13	**CASE STUDIES: JAMAICA**
	Jaffe, Rivke. The Rule of Dons. Introduction and Chapters 4 and 5***

	*Content Analysis Group 3 workshopping * ***All students upload drafts of content analysis by 11:59 for me to review***
April 20	**STUDENT SELECTION TBD**
April 27	***Submit content analysis through Canvas by 9:35am***
May 4	Grades due