

Spring 2018
Anthropology 399EM
ANTHROPOLOGY OF CRIME

Professor Ellen Moodie,

Course description

In this course, we will challenge “common-sense” notions about crime, broadly conceived, through the discipline of cultural anthropology. We will compare ideas about and representations of lawbreaking, criminality, criminalization, corruption, misconduct, danger, violence, offense, policing, and justice in several different parts of the world. Our goals in this course include finding ways to understand both how something becomes categorized as criminal and how some populations and certain acts become criminalized.

Through the 15 weeks of the semester you will read, discuss, and write about questions of identity, in/security, and power not only in relation to governance and illegality within states, but also within particular communities. We will focus especially on moments of ambiguity. **By the end of the course you should have a sense of how notions of crime and justice can be constructed differently through changing historical, political, and cultural logics, drawing on anthropological theories and methods. You should recognize that there is nothing “natural” about il/legality. You should be able to think critically about public discourses and policies on, and participate in public debates about, crime.**

Course structure and requirements

We’ll meet twice a week, an hour and twenty minutes each time. You’ll hear some lectures, participate in (and lead) discussions and debates, carry out in-class writing assignments and watch a few films (which we will then discuss). Between classes, you will submit questions for discussions, and write short papers and commentaries. I will upload to our web site guidelines for each assignment during the semester. I will be available for writing appointments. In addition, I encourage you to participate in the U of I Center for Writing Studies.

I count on you coming to class! I hate to be punitive at a moment we’re questioning criminalization and normalization (let’s talk about it). You should be prepared to join in discussion, having done the reading and submitted questions or commentaries to the web site ahead of time.

Special accommodations

Students with special needs or disabilities that may require some modification of seating other class requirements should inform me at the start of the course, so appropriate arrangements may be made.

Course evaluation

Group presentations (20 percent)

You and another student will collaborate to lead a class on two sets of readings. I'll assign the groups based on interest. The point here is to gain expertise on one particular topic, to perform a polished presentation, and also to spark lively conversation among your fellow students.

Writing assignments (60 percent)

I have listed four short (2- to 3-page) out-of-class writing assignments in this syllabus. In addition, you will write a 2- to 3-page commentary on each of the books we read (for a total of two commentaries). That makes six short out-of-class writing assignments, each worth 10 percent of the grade. I will offer detailed instructions closer to the deadlines, in class and on the web site.

Participation/attendance (includes question posting and in-class writing) (20 percent)

To help stimulate conversation, once a week, either Monday or Wednesday night by 9 p.m., for 10 weeks of the semester, you will submit to the class web site two or three questions for discussion based on your reflections on the readings. As I'm sure you know, these shouldn't be questions you can easily verify for yourselves through an internet search (for example), or formulated in a way that you could answer yes/no; they should reflect efforts to understand the material, and ideally provoke discussion in class. In addition, we will occasionally have in-class writing exercises or quick quizzes to get us thinking about the course themes in relation to the reading.

Grades (100 percent)

Grades follow typical distribution, with 94-100 percent = A; 90-93 = A-; 87-89=B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 74-76 = C; 70-73 = C-; etc.

Writing assistance

Writing assistance is available for all U of I students through the Center for Writing Studies (333-8796). Please see their web site at <http://www.cws.illinois.edu/workshop/>

Academic integrity

By enrolling in this course, you agree to abide by the University of Illinois' Student Code. To make sure you understand and abide by the university policies concerning plagiarism, see the explanations available in links at the following sites:

<http://www.library.illinois.edu/learn/research/academicintegrity.html>, under "Citation Management & Tools." More specifically, when you refer to materials in your writing or presentation, cite the sources properly.

While it is not always easy to know what you should credit in your writing—especially in the digital age¹ — the U of I Library web site advises: "*Use this rule of thumb*: If you knew a piece of information before you started doing research, generally you do not need to credit it. You also do not need to cite well-known facts, such as dates, which can be

¹ See "Plagiarism lines blur for students in digital age":

<http://www.nytimes.com/2010/08/02/education/02cheat.html?scp=1&sq=for%20students%20in%20internet%20age,%20no%20shame&st=cse> (accessed 2 August 2016).

found in many encyclopedias. All other information such as quotations, statistics, and ideas should always be cited in your papers.”² Please do check with me, or our brilliant librarians, if you have doubts.

While we might have a discussion of this concern theoretically (again—this is after all a class on crime!), the point here is that you must give credit to others when you use their ideas and words. *This requirement for citation includes all readings listed here on the syllabus—not just outside sources. It also includes all on-line sources.*

Class texts

Two books are available at the University book store (or through other sources). Other readings listed on the syllabus are available through the web site. Some of the readings will be challenging. Be sure to check the footnotes, which sometimes help with explanations. Remember to record your questions; either incorporate them into your weekly questions, or bring them up in class.

Coetzee, J.M. *Disgrace*. New York: Penguin, 1999.

Shoshan, Nitzan. *The Management of Hate: Nation, Affect, and the Governance of Right-Wing Extremism in Germany*. Princeton: Princeton University Press, 2016.

CLASS SCHEDULE

Week 1

T January 16

Introductions

Th January 18

Anthropological stories

Rosaldo, Renato. *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon Press, 1989: “Grief and a Headhunter’s Rage” and section from “After Objectivism”: 1-21 (focus on 1-12) and 62-67.

Week 2

T January 23

Anthropological stories, continued

Geertz, Clifford. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973. “Deep Play: Notes on the Balinese Cockfight,” 412-454.

Th January 25

Crime and society

² University Library, University of Illinois at Urbana-Champaign, http://www.library.illinois.edu/learn/intro/citing_source.html (accessed 2 August 2016). This site can help guide you how to cite, not just when to cite.

Durkheim, Émile. *Émile Durkheim: Selected Writings*, edited by Anthony Giddens. Cambridge, U.K.: Cambridge University Press, 1972. “The Science of Morality” and “Forms of Social Solidarity,” 96-107 and 123-140.

Week 3

T January 30

Crime and society, continued

Malinowski, Bronislaw. *Crime and Custom in Savage Society*. London: Routledge and Kegan Paul, 1926. “Introduction,” “The Automatic Submission to Custom and the Real Problem,” “An Anthropological Definition of the Law,” and “The Law in Breach and the Restoration of Order”: 1-5, 9-16, 55-59, 71-84.

Comaroff, Jean. “The New Anthropology of Crime.” *Political and Legal Anthropology Review (PoLAR)* 33 (1) (May 2010): 133-139.

Th February 1

Film: *The Central Park Five*. Directed by Ken Burns. Florentine Films/WETA, 2012. See <http://www.pbs.org/kenburns/centralparkfive/about/overview/>

Filipovic, Jill. “The painful lessons of the Central Park Five and the jogger rape case.” *The Guardian*, October 5, 2012.

<https://www.theguardian.com/commentisfree/2012/oct/05/central-park-five-rape-case>

Weiser, Benjamin. “5 Exonerated in Central Park Jogger Case Agree to Settle Suit for \$40 million.” *New York Times*, June 19, 2014.

https://www.nytimes.com/2014/06/20/nyregion/5-exonerated-in-central-park-jogger-case-are-to-settle-suit-for-40-million.html?_r=0

Background: *New York Times*, “The Central Park Jogger Case.”

<https://www.nytimes.com/topic/subject/central-park-jogger-case-1989>

Week 4

T February 6

Criminal anthropology

Gallier, John F. “The Willie Horton Fact, Faith, and Commonsense Theory of Crime.” In *Criminology as Peacemaking*, edited by Harold E. Pepinsky and Richard Quinney, 245-250. Bloomington, Ind: Indiana University Press, 1991.

Gould, Stephen Jay. *The Mismeasure of Man*. New York: W.W. Norton, 1981.

“Measuring Bodies: Two Case Studies on the Apishness of Undesirables”: 113-145 (focus on 122-145).

Th February 8

Criminalizing race/culture

Murji, Karim. “Wild Life: Constructions and Representations of Yardies.” In *Making Trouble: Cultural Constructions of Crime, Deviance and Control*, edited by Jeff Ferrell and Neil Websdale, 179-201. New York: Aldine de Gruyter, 1999.

Due: Writing assignment 1: Media and race/class/sex

Week 5

T February 13

Criminalizing race/class

Wacquant, Loïc. *Punishing the Poor: The Neoliberal Government of Social Insecurity*. Durham, N.C.: Duke University Press, 2009: "Prologue," "Social Security and the Punitive Upsurge," and "The Criminalization of Poverty in the Post-Civil Rights Era," xi-xxiii, 1-37, and 41-75.

Th February 15

Producing delinquency

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan. New York: Vintage Books, 1977 [1975]: Selections from "Illegalities and Delinquency," 275-292.

Week 6

T February 20

Gender and law

Film: *Thelma and Louise*. Directed by Ridley Scott. Metro-Goldwyn Mayer, 1991.
Spelman, Elizabeth V. and Martha Minow. "Outlaw Women: An Essay on 'Thelma and Louise.'" In *Gender, Crime, and Feminism*, edited by Ngaire Naffine, 229-244. Aldershot, England and Brookfield, Vt. Dartmouth Publishing, 1995.

Th February 22

Gender, space/time, and danger

Lamas, Marta. "By Night, a Street Rite: 'Public' Women of the Night in the Streets of Mexico City." In *Gender's Place: Feminist Anthropologies of Latin America*, edited by Rosario Montoya, Lessie Jo Frazier, and Janise Hurtig, 237-253. New York: Palgrave Macmillan, 2006.
Pain, Rachel. "Space, Sexual Violence and Social Control: Integrating Geographical and Feminist Analysis of Women's Fear of Crime." *Progress in Human Geography* 15 (4), 415-431.

Due: Writing assignment 2: Gender and in/security

Week 7

T February 27

Sexual assault on campus

Film: *The Hunting Ground*. Directed by Kirby Dick. CNN/Artemis Films, 2015.

Th March 1

#MeToo

Slaughter, Jane. "No Casting Couch for Low-Wage Women, but Lots of Sexual Harassment." *LaborNotes*, October 13, 2017.
<http://www.labornotes.org/2017/10/no-casting-couch-low-wage-women-lots-sexual-harassment>

- Gilbert, Sophie. "The Movement of #MeToo: How a hashtag got its power." *The Atlantic*, October 16, 2017. <https://www.theatlantic.com/entertainment/archive/2017/10/the-movement-of-metoo/542979/>
- Garcia, Sandra. "The Woman Who Created #MeToo Long Before Hashtags." *The New York Times*, October 20, 2017. <https://www.nytimes.com/2017/10/20/us/me-too-movement-tarana-burke.html>
- Gessen, Masha. "Sex, Consent, and the Dangers of Misplaced Scale." *The New Yorker*, November 27, 2017. <https://www.newyorker.com/news/our-columnists/sex-consent-dangers-of-misplaced-scale>
- Merkin, Daphne. "Publicly, We Say #MeToo. Privately, We Have Misgivings." *The New York Times*, January 5, 2018. <https://www.nytimes.com/2018/01/05/opinion/golden-globes-metoo.html>
- Donadio, Rachel. "France, Where #MeToo Becomes #PasMoi." *The Atlantic*, January 9, 2017. <https://www.theatlantic.com/international/archive/2018/01/france-metoo/550124/>

Week 8

T March 6

Narrative, self, and crime

- Caldeira, Teresa P.R. *City of Walls: Crime, Segregation and Citizenship in Sao Paulo*. Berkeley: University of California Press, 2000: "Talking of Crime and Ordering the World," 19-51.

Th March 8

Narrative, self, and crime, continued

- Wachs, Eleanor. *Crime Victim Stories: New York City's Urban Folklore*. Bloomington and Indianapolis: Indiana University Press, 1988: "Introduction," ix-xx.
- Mattingly, Cheryl, Mary Lawlor and Lanita Jacobs-Huey. "Narrating September 11: Race, Gender, and the Play of Cultural Identities." *American Anthropologist* 104 (3): 743-753 (2002).

Week 9

T March 13

Narrative, self, and crime, continued

- Moodie, Ellen. "Adventure Time in San Salvador." In *El Salvador in the Aftermath of Peace: Crime, Uncertainty, and the Transition to Democracy*, 113-139. Philadelphia: University of Pennsylvania Press, 2010.

Th March 15

Other kinds of crime narratives

- Comaroff, Jean, and John L. Comaroff, "Figuring Crime: Quantifacts and the Production of the Un/Real." *Public Culture* 18 (1) (2006): 209-240.

Due: Writing assignment 3: Crime story
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SPRING BREAK

Week 10

T March 27

Police and policing

Guest speaker: Jeff Martin, Assistant Professor of Anthropology and East Asian Languages and Cultures, UIUC.

Martin, Jeff. "Police and Policing." *Annual Review of Anthropology*. Forthcoming, draft. (Read sections).

Th March 29

Policing and space

Herbert, Steve. *Policing Space: Territoriality and the Los Angeles Police Department*. Minneapolis: University of Minnesota Press, 1997: "Territoriality and the Police" and "The Law and Police Territoriality," 9-58 (focus on 9-23; 32 [starting with "The Research"]-53; and 58 ["Conclusion"]).

Week 11

T April 3

Coetzee, *Disgrace*, 1-99.

Writing Assignment 4: Policing controversy
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Th April 5

Film: *Disgrace*. Directed by Steve Jacobs. Wild Strawberries/Sherman Pictures, 2008.

Week 12

T April 10

Coetzee, *Disgrace*, 100-162

Th April 12

Coetzee, *Disgrace*, 163-220.

Week 13

T April 17

Shoshan, *The Management of Hate*, 3-54; 55-84.

Th April 19

Shoshan, *The Management of Hate*, 87-116; 117-140.

Week 14

T April 24

Shoshan, *The Management of Hate*, 141-168; 169-195.

Th April 26

Shoshan, *The Management of Hate*, 199-226; 227-259; 261-267.

Week 15
T May 1
Wrap-up