

CPOLS 2888

DRUG WARS

Lesley University
Political Science
Tuesdays, 1:15-3:45 pm
Doble 0213

Professor Sarah Romano
E-mail: sromano2@lesley.edu
Office: University Hall 2-097
Office phone: 617-349-8469
Office Hours: Mondays, 1-2 pm *and*
by appt. (please email)

Course Description:

From violent conflicts over drug trafficking routes to politically contentious government drug control strategies, “drug wars” take many, often intersecting, forms. This course takes a comparative approach to examine the conflictual and contested terrain of drug production, distribution, use, and regulation. We will emphasize questions such as: *How do governments and societies decide what drugs may be legally produced and consumed, and which are to be prohibited? Who makes these decisions and what role do race, ethnicity, social class, and social norms play in shaping and producing policy and regulatory outcomes? ♦ What have been domestic and international responses to illegal drug production, use, and trafficking? ♦ When and how have “drug wars” served as proxies for other political, economic, and social objectives? ♦ How have attempts at drug control produced spillover effects like government corruption, armed conflict, and migration?*

This course starts with an introduction to analytical and conceptual tools that provide a basis for understanding drugs and drug-related conflicts as socially- and politically-produced phenomena. The next part of the course examines “drug wars” from historical, comparative, and international perspectives, focusing primarily on the Western Hemisphere and both licit and illegal drugs—including how politics shape the dynamics of drug prohibition, criminalization, treatment, and legalization. The final part of the course further examines the costs and consequences of drug wars and considers possible approaches to lessening the harm associated with drugs and drug-related policies.

COURSE REQUIREMENTS – READ CAREFULLY:

- 1) Attendance. (5%)** Attendance for this class is mandatory to support you getting the most of out of class - and - to contribute to engaging and productive class sessions. Consider one absence (note: this is one full week of class) to be fully excused for those unavoidable circumstances when you get sick or have an emergency. If you arrive more than 10 minutes late to class, you will receive half credit; please note that if you arrive more than 20 minutes late you will not receive attendance credit. After counting this absence, attendance grades will be assigned in accordance with the following rubric:

Number of absences → attendance grade:

0 – 100	2 – 80	4 – 60	6 – 40
1 – 90	3 – 70	5 – 50	7 – 0

- 2) **Preparation and Engagement. (10%)** Coming to class is one thing, and being a prepared, respectful, and engaged participant is another. This course component will be based upon your participation in-class discussions and activities; and your demonstrated thoughtfulness, respect for your peers, and evidence that you have completed the readings prior to coming to class. Bring the readings to each class—we will use them! In-class activities, like debates and peer-led discussions, will take place throughout the semester and are designed to have you actively engage with different perspectives on drug-related politics and conflicts. They will also support your navigation of contentious issues pertaining to this topic and development of informed opinions. **Important:** Graded in-class exercises or quizzes cannot be made up if you miss class, hence why attendance is important for this grade component. A basic recipe for doing well: 1) complete the readings prior to class, 2) come to class, and 3) engage in our discussions and work. Please bring the assigned readings (or your notes) with you to class to support your engagement and participation.
- 3) **Current Events Paper (25%) and Presentation (10%).** The purpose of this assignment is to complement the “deep dive” this course takes into the drug-related politics in the Western Hemisphere. You will write one current events paper, and give a related in-class presentation, during the semester. Your paper (4-5 pages) and presentation (5-7 minutes) will be based upon a news story of your choosing, and each will examine the story using our course texts. This assignment will allow you to explore (and share) content related our course topic that may not be an emphasis in the class. The presentations will also help the class stay attuned to current events related to drug use, production, regulation, trafficking, etc. over the course of the semester. More details and presentation sign-ups will be posted on BB in the Assignments folder. **Please sign up for your presentation (and paper due date) by the second week of class (Jan. 28).**
- 4) **Midterm Exams.* (50%)** Two essay-based and/or short answer midterm exams, based upon course readings and materials, to be taken in class. Study guide will be provided.

Learning Objectives: To be met through required readings, films, and in-class discussion and exercises:

- To gain an awareness of drugs as a socially-constructed problem;
- To recognize the interaction of domestic and international factors influencing drug production, supply, distribution and consumption;
- To understand the historical, social, economic, and political determinants of contemporary drug control policy in domestic and international perspective, including the origins of the U.S. and global “War on Drugs”;
- To demonstrate an understanding of the impacts of drug control policy on people and the environment in interdisciplinary perspective;
- To identify and understand the central argument and set of assumptions guiding a text;
- To articulate ideas and arguments clearly and show critical thinking orally and in writing.

Required Texts:*

- **Paley, Dawn. (2014) *Drug War Capitalism*. AK Press.**
 - This book is available as an e-book through the library website:
<https://tinyurl.com/v7gf62y>.

- **M. Alexander. (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New Press.**
 - This book is available as an e-book through the library website:
<http://endeavor.flo.org/vwebv/holdingsInfo?bibId=2504920>.

***IMPORTANT:** It is your responsibility to acquire the required texts; if you choose to access a shared e-version, you must manage your schedule in such a way so you can complete the reading assignment prior to coming to class. This means leaving adequate time to access the text in the case of multiple users restricting content. ♦ All books are available for purchase at the Lesley bookstore at the Porter Campus [<https://tinyurl.com/484-W20-CPOLS-2888-01>] and may also be purchased online through Amazon, Abe Books, etc. ♦ *Purchasing or renting the course texts is a course requirement.* Please talk to me the first week of class if you foresee difficulties with obtaining them. ♦ All other readings for the class included on the syllabus or assigned during class will be posted on Blackboard (BB) in the Course Content folder.

Reputable News Sources:

You are encouraged to read, watch, or listen to the news to stay up-to-date on current events! Some examples of reputable and legitimate (albeit not bias-free) news sources that may also be integrated into your coursework (if applicable to assignments) include, but are not limited to:

<i>The Guardian</i>	https://www.theguardian.com/us
<i>New York Times</i>	https://www.nytimes.com/
<i>Los Angeles Times</i>	http://www.latimes.com/
<i>The Washington Post</i>	https://www.washingtonpost.com/
BBC News	https://www.bbc.com/news
National Public Radio (NPR)	https://www.npr.org/
<i>The Economist</i>	https://www.economist.com/
NACLA	https://nacla.org/
<i>El País</i>	https://elpais.com/elpais/portada_america.html
Al Jazeera	https://www.aljazeera.com/
The Associated Press	https://www.ap.org/en-us/
Map of newspapers globally	https://newspapermap.com/

COURSE SCHEDULE*

**Readings are due on the date they appear next to on the schedule. Schedule subject to change (with plenty of advance notice!)*

WEEKS 1-2: “What’s the Problem?”

The Social and Political Construction of Drugs and Drug Control Regimes

- Week 1: Jan. 21 ▪ Course introduction
- Week 2: Jan. 28 ▪ Goode & BenYehuda, “Moral Panics: Culture, Politics and Social Construction” in *Annual Review of Sociology*
▪ Jelsma, “The Development of International Drug Control,” in *Legislative Reform of Drug Policies*

WEEKS 3-7: “Drug Wars” as Foreign Policy:

Drugs, Neoliberal Capitalism, and Violence in Latin America

- Week 3: Feb. 4 ▪ Paley, *Drug War Capitalism*, Chapters 1 and 2
- Week 4: Feb. 11 ▪ Paley, *Drug War Capitalism*, Chapters 3 and 4
▪ **In-class film:** Cocaine Unwrapped
- Week 5: Feb. 18 ▪ Paley, *Drug War Capitalism*, Chapters 5 and 6
▪ **In-class film, cont.:** Cocaine Unwrapped
- Week 6: Feb. 25 ▪ Paley, *Drug War Capitalism*, Chapter 7 – **or** – 8 [assigned by groups in class] and Conclusion [everyone reads]
- Week 7: March 3 ▪ **In-class midterm 1**
- March 10 **No class** – Spring break

WEEKS 8-11:

Drug Wars as Social Control: “The New Jim Crow” in the United States

- Week 8: March 17 ▪ Alexander, *The New Jim Crow*, Intro and Chapter 1
- Week 9: March 24 ▪ Alexander, *The New Jim Crow*, Chapters 2, 3 and 4
- Week 10: March 31 ▪ Alexander, *The New Jim Crow*, Chapters 5 and 6
- Week 11: April 7 ▪ **In-class midterm 2**

WEEKS 12-13: Power, Profits, and Pharmaceuticals

- Week 12: April 14
- Kremer, “Pharmaceuticals and the Developing World, *Journal of Economic Perspectives*
 - Buckley & O Tuama, “International pricing and distribution of therapeutic pharmaceuticals: an ethical minefield,” *Business Ethics: A European Review*
- Week 13: April 21
- Singhal et al., “Racial-Ethnic Disparities in Opioid Prescriptions at Emergency Department Visits for Conditions Commonly Associated with Prescription Drug Abuse,” in *PLOS One*
 - *Other reading(s) TBD*

WEEK 14: Examining Solutions

- Week 14: April 28
- Jenner, “International Drug Trafficking: A Global Problem with a Domestic Solution,” *Indiana Journal of Global Legal Studies*
 - *Other reading(s) TBD*
 - **Bring device for course evaluations**

COURSE POLICIES AND UNIVERSITY RESOURCES/SERVICES:

What do I call my instructor? Across your classes at Lesley University, the most respectful way to address to your instructor in class, over email, or in other interactions is as “Professor _____” or “Dr. _____.” This is because most of your instructors have earned their doctorates, or PhDs, in their fields. Some faculty may have Masters (MA) degrees. Some may be working on completing their PhDs. If you are unsure if your instructor has a PhD, “Professor” is a safe bet! If your instructor invites you to call them by their first name, then of course you may do so.

Make-up Policy: *There are no exam make-ups without approval and rescheduling in advance.* Please note the date of class exams on your calendar and talk to me ASAP in the semester if you foresee a problem with an exam date. Dates of final exams are determined by the University and cannot be adjusted. All other policies related to late work are included in the Course Grade Components section, above.

Academic Integrity: Any violation of academic integrity standards (cheating, plagiarism, etc.) will be addressed in accordance with Lesley University policy. Unless prior approval is granted by the instructor, all work submitted for this course is to be your own original work completed specifically for this course and not previously or concurrently submitted to any other instructor. Please see the Student Handbook or Lesley’s Academic Integrity Statement online if you need to learn more about these policies. The academic integrity policy details students’ roles and responsibilities and provides examples of violations, which include information about failing to document sources, plagiarism, cheating, fabrication or falsification of data, multiple submissions

of work, abuse of academic materials, complicity/unauthorized assistance, and lying/tampering/theft.

Classroom Etiquette and Technology Policies: We have a relatively short amount of time together each week in class. As your professor, I want you to get the most out of our course time, and to be respectful of your instructor and peers during this time. Disruptive or inappropriate behavior will not be tolerated and can result in being asked to leave the class. Respect is demonstrated by not using headphones in class and keeping phones off or silenced and in your bag -- not on your desk -- for the entire class period. Laptop use is *only* permitted to access course readings during discussion or in-class activities. Because research has demonstrated that taking notes by hand increases learning and retention, please talk to me in person or by email if you need to take notes on your laptop or other device. If a computer or device is being used for activity other than note-taking or accessing course texts during class, you will be asked to put it away. **Important:** *Not adhering to classroom technology policies or exhibiting a pattern of disruption in class puts you at risk failing the Preparation and Engagement component of your grade.*

Academic Support: Lesley University offers peer tutoring—such as assistance with writing, reading comprehension, research, and study skills—to students through the Center for Academic Achievement (CAA). All students enrolled in degree granting programs, including students with learning differences and students whose first language is other than English, are eligible for support. Lesley also provides online tutoring services to students enrolled in Lesley off-campus, online, and low residency degree-granting programs. Tutorial sessions are by appointment only. Visit the CAA office or call 617-349-8459 to schedule a session. If you have questions about services available at the Center for Academic Achievement, call 617-349-8459 during office hours or send an email to caa@lesley.edu. If you have questions about the online tutoring service, please call 617-349-8299 or send an email to amulla@lesley.edu. Address of the Center for Academic Achievement, 30 Mellen Street (Doble Hall), 2nd floor (phone: 617-349-8459). Please also visit www.lesley.edu/caa to access these support services.

Computer Support Services

University Information Technology (IT) assists Lesley students, faculty, and staff with technology-related questions. More information about IT's mission and list of computer classes can be found on the IT webpage (<https://lesley.edu/technology-support>) or via phone (617-349-8770) or email (it@lesley.edu). For MyLesley technical support: 1-888-myLesley.

Library Services

The myLibrary tab on Blackboard provides access to multiple services and authoritative resources for academic research including books, articles, tests, visual media, and teaching resources. The Lesley University Library encourages students and faculty to use these academic resources for their assignments. You may find help with library research through the Ask-A-Librarian service, as well as online guides to APA and MLA citation formats.

- Sherrill Library, the main university library, Brattle Campus, 617-349-8850
- Moriarty Library, the arts library, Porter Campus, 617-349-8070
- Library hours and directions: <http://research.lesley.edu/about/hours>
- Library study room reservations: <http://research.lesley.edu/spaces/study>

Lesley University Learning Community Statement: Faculty, staff and students are all responsible for advancing a campus and classroom climate that creates and values a diversity of ideas, perspectives, experiences and identities. As such, we aspire to engage together in a community where each person is respected and empowered to express themselves and be heard. We commit to creating an environment and developing course content that recognizes the learning experience of every student with dignity and respect, regardless of differences that include, but are not limited to: race, socio-economic status, ethnicity, indigenous background, immigration status, nationality, gender identity/expression, language, abilities and accommodations, religion/spirituality, sexual orientation, veteran status or membership in uniformed services, political views, age and physical appearance.

Lesley University's Mission Statement states that "Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world." Among many experts in the field, Diane Goodman has described the following competencies: (1) Building self-awareness, (2) Understanding and valuing others, (3) Knowledge of societal inequities, (4) Interacting effectively with a diversity of people in different contexts, and (5) Fostering equity and inclusion. Our mission and these competencies are embedded in our curricula and our classrooms. They provide a foundation for transformative teaching and learning, and approaches to social justice.

Disability Accommodations: All qualified students with disabilities are eligible for accommodations and support services. It is the student's responsibility to initiate the accommodation process with Disability Services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. To initiate the accommodation process, or if you are unsure if you qualify for accommodations, please contact the appropriate administrator:

Learning Disabilities, Attention Disorders, and Autism Spectrum Disorders/Asperger Syndrome
Kimberly Johnson, Director of the LD/ADD Academic Support Program
30 Mellen Street, Doble Hall, 2nd floor, Cambridge, MA 02138
617.349.8462 kjohnso7@lesley.edu Fax: 617.349.8324

Physical, Sensory, and Psychiatric Disabilities
Daniel Newman, Lesley University ADA/504 Coordinator
30 Mellen Street, 2nd Floor. Phone: 617.349.8572; Fax: 617.349.8324, dnewman@lesley.edu

Equal Opportunity and Inclusion Policy

Lesley University does not discriminate on the basis of race, ethnicity, color, religion, sex, national origin or ancestry, age, physical or mental disability, pregnancy or parental status, sex, sexual orientation, gender, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws in admission to, access to, treatment in, or employment in its programs and activities. Inquiries regarding this Equal Opportunity and Inclusion Policy may be directed to Human Resources, hr@lesley.edu or 617-349-8787.

Discrimination, Harassment, and Sexual Violence

Discrimination is defined as unwelcome verbal and/or physical conduct that shows bias, favoritism, prejudice, unfairness, inequity, bigotry or intolerance for another person because of his/her protected status, i.e., race, color, religion, sex, national origin, age, veteran status, disability, or sexual orientation. Harassment is defined as the use of derogatory comments or acts directed toward an individual's race, color, religion, sex, gender identity, gender expression, national origin, age, veteran status, disability, or sexual orientation that is designed to:

- Humiliate or intimidate an individual; and/or
- Impede or interfere with academic status, academic performance, work performance, or create an intimidating, hostile, offensive classroom or work environment, cyber environment; and/ or
- Interfere with University life.

Title IX, part of federal law, makes it clear that discrimination, violence, and harassment based on sex, gender, race, ethnicity, etc. are Civil Rights offenses. Lesley University prohibits and will not tolerate discrimination, sexual misconduct, or gender-based discrimination of any kind.

Complaints of discrimination, harassment, and sexual harassment may be done in writing or orally and can be made to anyone in a managerial position (e.g. Chair, Assistant Dean, Associate Dean, Dean, Division Director, Department Head, Director, or Vice President) or specifically to the Director of Equal Opportunity and Inclusion, the Director of Human Resources, or the Dean of Student Life and Academic Development. **To learn more about sexual misconduct or report an incident, visit Sexual Assault Prevention and Services:**

<https://lesley.edu/students/health-wellness-safety/sexual-assault-prevention-services>. To obtain the complete Discrimination, Harassment, and Sexual Harassment Policy, please refer to the [Student Handbook \(http://lesley.smartcatalogiq.com/\)](http://lesley.smartcatalogiq.com/). Policies contained in this statement may also be found online at: <https://www.lesley.edu/students/policies/academic-policies>. **Other resources include:** Know Your Title IX (<http://knowyourix.org/>); End Rape on Campus (<http://endrapeoncampus.org/>); SurvJustice (<http://survjustice.org/>)