



## International Drug Policy

Course Reference Numbers (4): 20141

Mar 2-4, Mar 16-18, 5-9p Fri, 9a-5p Sat/Sun

4 Credit Hours



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This syllabus is subject to revision.

**Course Description:** The course will explore the global issues of illegal drugs, crime and terrorism. Course content emphasizes policy (options, formulation and implementation), organizations and networks, differing national approaches and programs, and the international legal and organizational framework. We will devote considerable attention to the similarities and links between the drugs, crime and terrorism phenomena. Students will analyze the conflict between vigorous pursuit of solutions to the issues and other foreign and public policy objectives and try to determine how they affect national interests and foreign policies of the nations and organizations involved. Students will make judgments on current and future developments and assess new lines of action that national and international policy makers might initiate to find solutions to these problems. Instruction will place emphasis on the tools and skills needed to produce effective recommendations for decision making. Case studies, group exercises and simulations will be used throughout the course and there will be a number of policy writing assignments.

### NOTES ON READINGS:

**All journal articles or web links will be posted to Canvas**

**There are two book to purchase: Peters (2010) and Kenney (2007)**

**These books will also be available at no charge as online E-Books thorough the Evergreen library.**

## Readings

Broadhead, Robert S, Thomas H Kerr, Jean-Paul C Grund and Frederick L Altice. 2002. "Safer injection facilities in North America: their place in public policy and health initiatives." *Journal of Drug Issues* 32(1):329–355.

- Buntin, John. 1998. *The General and the "war" on Drugs: Barry McCaffrey and the Office of National Drug Control Policy*. John F. Kennedy School of Government, Harvard University.
- Chandler, Redonna K, Bennett W Fletcher and Nora D Volkow. 2009. "Treating drug abuse and addiction in the criminal justice system: improving public health and safety." *Jama* 301(2):183–190.
- Dilley, Julia A, Laura Hitchcock, Nancy McGroder, Lindsey A Greto and Susan M Richardson. 2017. "Community-level policy responses to state marijuana legalization in Washington State." *International Journal of Drug Policy* 42:102–108.
- Dreyfus, Pablo G. 1999. "When all the Evils Come Together Cocaine, Corruption, and Shining Path in Peru's Upper Huallaga Valley, 1980 to 1995." *Journal of Contemporary Criminal Justice* 15(4):370–396.
- Felbab-Brown, Vanda. 2005. "The Coca Connection: Conflict and Drugs in Colombia and Peru." *Journal of Conflict Studies* 25(2).
- Hall, Wayne and Michael Lynskey. 2016. "Evaluating the public health impacts of legalizing recreational cannabis use in the United States." *Addiction* 111(10):1764–1773.
- Head, Linda and William Rosenau. 1990. *Coca and the Shining Path in Peru's Upper Huallaga Valley: Two President's Approaches*. Number 1020.0 John F. Kennedy School of Government, Harvard University.
- Kenney, Michael. 2007. *From Pablo to Osama: Trafficking and terrorist networks, government bureaucracies, and competitive adaptation*. Penn State Press.
- Leshner, Alan I. 1997. "Addiction is a brain disease, and it matters." *Science* 278(5335):45–47.
- Levitsky, Melvyn. 2003. "Transnational criminal networks and international security." *Syracuse J. Int'l L. & Com.* 30:227.
- McAllister, William B. 2000. *Drug Diplomacy in the Twentieth Century: An international history*. Routledge chapter Drugs through the ages to 1920.
- Morris-Cotterill, Nigel. 2001. "Money laundering." *Foreign Policy* pp. 16–22.
- Musto, David F. 1999. *The American Disease: Origins of Narcotic Control*. Oxford University Press chapter 12: Renewed Efforts at Control, 1986-1997.
- Perl, Raphael. 2006. Drug control: International policy and approaches. CRS Issue Brief for Congress IB88093 Congressional Research Service.
- Peters, Gretchen. 2010. *Seeds of terror: How drugs, thugs, and crime are reshaping the Afghan war*. Picador.
- Room, Robin. 2014. "Legalizing a market for cannabis for pleasure: Colorado, Washington, Uruguay and beyond." *Addiction* 109(3):345–351.
- Room, Robin and Peter Reuter. 2012. "How well do international drug conventions protect public health?" *The Lancet* 379(9810):84–91.

Shelley, Louise. 1999. "Identifying, counting and categorizing transnational criminal organizations." *Transnational organized crime* 5(1):1-18.

United Nations Office on Drugs and Crime. 2017. World Drug Report 2017. Technical report United Nations Office on Drugs and Crime.

United States Department of State. 2017. International Narcotics Control Strategy Report. Technical report United States Department of State.

## Course Policies:

- **Evaluations**

- Students will be evaluated based on regular attendance and reading, timely submission of thoughtful writing projects, and active engagement with their classmates.
- Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations via the College’s online evaluation system at [my.evergreen.edu](http://my.evergreen.edu). Students are not required to submit self-evaluations to their transcripts. An evaluation conference is optional.

- **Assignments**

- **No late assignments will be accepted except under extraordinary circumstances. Please contact me as soon as possible if this occurs.**

- **Attendance and Absences**

- Regular attendance is expected. You are allowed to miss **1** class during the semester without penalty.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee’s responsibility to get all missing notes or materials.

## Academic Honesty Policy Summary:

From the TESC Statement on Academic Honesty: “Academic honesty is essential in a learning community. It makes coherent discourse possible and is a necessary condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabricating, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication is defined as faking data, footnotes or other evidence. Plagiarism is defined as representing the works or ideas of another as one’s own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.”

TESC Statement on Academic Honesty

<http://www.evergreen.edu/advising/academic-honesty>

TESC The social contract – College philosophy

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-121-010>

TESC Student Conduct Code

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

## Authorship

The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: <http://creativecommons.org/>) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

## Written Assignments (See Course Schedule for Due Dates)

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate a clear, straightforward writing with short paragraphs that avoids the use of jargon. I recommend having on hand *The Elements of Style* by William Strunk Jr. and E. B. White, which is small, inexpensive, and available in many editions.

### Assignment 1: Research Policy Memo Part I

**2 pages total, including a maximum 1/2 page executive summary**

On Canvas, you will be provided with a list of potential scenarios relating to multiple aspects of drug policy. Each scenario asks you to adopt a role and write a memo for a policymaker, politician, head of a non-profit group, or other leader. You should select *one scenario* that is of interest to you and prepare a policy memo answering the specific requirements posted. Once submitted, *this memo will be shared with another class member for a critique*. You will also receive another classmate's memo to critique. On Sunday morning, you will make a brief presentation to the class about your memo and recommendations in *Assignment 4*.

### Assignment 2: Final Project Proposal

**1 page**

Your final project will be a paper or policy memo of approximately 10 pages exploring a particular international drug policy topic in depth. There are many more topics in international drug policy that can be covered in one class. The topic is up to you, and I am happy to work with you to find something that is motivating, so feel free to reach out to me any any time before the class starts for ideas and feedback. Your proposal should ask an interesting question, provide the rationale for that question, and discuss the resources you expect to use to answer the question. Some examples include (choose one):

- The International Drug Structure: How Effective?
- Fighting Drugs and HIV/AIDs – Compatible or in Conflict?
- Drug Courts as an Alternative to Prison
- Legalize or Decriminalize Drugs?
- Internet Sales of Drugs: Can Fake Pharmacies be Stopped?
- Balancing Counter-Narcotics and Human Rights Interests in Peru (Colombia, Bolivia, Burma, Afghanistan etc.)
- How Drugs and Crime Intersect with Terrorism
- Fighting Money Laundering: A Key to the War on Drugs and Crime
- Bio-Terrorism: The New Threat
- Funding Terror: Money Laundering and Fake Charities
- How to Fight Nuclear Smuggling

### **Assignment 3: Case Study Paper based on Buntin (1998)**

**1 page**

1. Select a perspective from which to write your memo. This means deciding who the sender is and to whom he/she is writing. The sender may be you, a person in the case, or someone else. The recipient may likewise be your instructor, someone in the case, or someone else.
2. Remember, this is a policy paper, not just a summary of the case. Your paper should clearly set forth what you consider to be the most important or interesting policy issue(s) and interests involved in the case, provide brief background and analysis and come to a conclusion via policy recommendations, observations, critique or lessons learned. You may include options or alternatives if you believe there are any.
3. Your paper should be logically organized with a clear transition of facts, ideas and comments.
4. I value creativity, but make sure your analysis supports your conclusions. Be clear, and don't equivocate.

Come prepared to discuss with the class.

### **Assignment 4: Research Policy Memo Part II**

**Powerpoint or similar presentation of 5 slides maximum, 1/2 page critique**

In *Assignment 1*, you wrote a memo with recommendations and hard questions and shared it with another class member. You will present findings and hard questions from your memo in class in the form of a Powerpoint and field questions from the class. *In addition*, you will turn in a 1/2 page critique of another classmate's memo. Each "critiquer" will be responsible for leading class questions and discussion after the presentation by the "critiqued" classmate.

### **Assignment 5: Presentation of Final Project Proposal**

**Powerpoint or Similar Presentation of 5 slides maximum**

This is your chance to present your idea to the class, and get feedback. Provide a brief presentation of your idea, motivation, expected output, and plans to carry out the necessary research. Be prepared to answer questions.

### **Assignment 6: Case Study Paper based on Head and Rosenau (1990)**

**1 page**

1. Select a perspective from which to write your memo. This means deciding who the sender is and to whom he/she is writing. The sender may be you, a person in the case, or someone else. The recipient may likewise be your instructor, someone in the case, or someone else.
2. Remember, this is a policy paper, not just a summary of the case. Your paper should clearly set forth what you consider to be the most important or interesting policy issue(s) and interests involved in the case, provide brief background and analysis and come to a conclusion via policy recommendations, observations, critique or lessons learned. You may include options or alternatives if you believe there are any.

3. Your paper should be logically organized with a clear transition of facts, ideas and comments.
4. I value creativity, but make sure your analysis supports your conclusions. Be clear, and don't equivocate.

### **Assignment 7: Op-Ed**

#### **250 words or 650 words**

Write an op-ed piece for submission to *The Olympian* (250 words) or *The Seattle Times* (650 words). The topic should be on a any drug policy-related issue (local or international). This piece *should be submitted* to the paper of your choosing, and the confirmation of receipt included with your assignment. You can select any topic you wish, but be sure to follow the guidelines for how to write an effective op-ed, for example this: [https://www.umass.edu/pep/sites/default/files/how\\_to\\_write\\_an\\_oped-duce\\_2.pdf](https://www.umass.edu/pep/sites/default/files/how_to_write_an_oped-duce_2.pdf)

Seattle Times submission form: <https://www.seattletimes.com/help/#how-to-submit-an-op-ed>

The Olympian submission form: <http://www.theolympian.com/opinion/letters-to-the-editor/submit-letter/>

### **Final Assignment Highlights and Class Presentation**

#### **1 page outline, with 5 bullet point executive summary; 5 slide Power Point presentation**

While your final research project will not be complete at this point, you should have a draft and outline of your findings. Prepare a brief overview of your research on the topic to date, and sketch out the outline of your final paper. Provide a very brief 5 point executive summary highlighting your question, its importance, and your most important findings to date. Be prepared to present this to the class on the last day, demonstrating the differences between your project at this stage compared to your first class presentation.

### Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Session	Content
March 2, <i>evening</i>	<p><b>Introductions, Course overview</b> <i>Readings:</i></p> <ul style="list-style-type: none"><li>• McAllister (2000); Musto (1999); United Nations Office on Drugs and Crime (2017)</li><li>•</li></ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"><li>• Assignment 1</li></ul>
March 3, <i>morning</i>	<p><b>Drugs and Terrorism</b> <i>Readings:</i></p> <ul style="list-style-type: none"><li>• Kenney (2007)</li><li>• Case: “The General and the War on Drugs: Barry McCaffrey and the Office of National Drug Control Policy” (Canvas)</li></ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"><li>• Assignment 2</li></ul>
March 3, <i>evening</i>	<p><b>Drugs and Crime</b> <i>Readings:</i></p> <ul style="list-style-type: none"><li>• United States Department of State (2017); Morris-Cotterill (2001); Shelley (1999); Levitsky (2003)</li></ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"><li>• Assignment 3</li></ul>
March 4, <i>morning</i>	<p><b>Drugs and Crime – International Treaty and Organizational Structure</b> <i>Readings:</i></p> <ul style="list-style-type: none"><li>• Perl (2006); Room and Reuter (2012)</li><li>• United Nations Convention against Transnational Organized Crime (Canvas)</li><li>• United Nations Convention Against Illicit Traffic in Narcotic Drugs and Psychotropic Substances (Canvas)</li></ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"><li>• Assignment 4</li></ul>

<p>March 4, <i>evening</i></p>	<p><b>Drug and Crime Focus: South America</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Dreyfus (1999); Felbab-Brown (2005)</li> <li>• Case: Coca and the Shining Path in Peru’s Upper Huallaga Valley: Two President’s Approaches</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Assignment 5</li> </ul>
<p>March 16, <i>evening</i></p>	<p><b>In-Class Exercise: Biological Attack Exercise</b>  Students will participate in a classroom simulation, taking the roles of U.S. government officials grouped into agencies. In addition to participating in the simulation, each agency group will write a one-page points paper delineating its agency’s responsibilities and perspectives.  <i>Readings:</i> Materials for the simulation will be provided later.  <i>Assignments Due: None.</i></p>
<p>March 17, <i>morning</i></p>	<p><b>International Implications of the Drug and Crime Nexus</b></p> <ul style="list-style-type: none"> <li>• Peters (2010)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Assignment 6</li> </ul>
<p>March 17, <i>evening</i></p>	<p><b>Local Focus: Drug Legalization in Washington State</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Room (2014); Hall and Lynskey (2016); Dilley et al. (2017)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• <i>None.</i></li> </ul>
<p>March 18, <i>morning</i></p>	<p><b>Drug Treatment and Prevention</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Leshner (1997); Chandler, Fletcher and Volkow (2009); Broadhead et al. (2002)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Assignment 7</li> </ul>

March 18, <i>evening</i>	<b>Wrap-Up and Class Presentations</b> <i>Assignments Due:</i> <ul style="list-style-type: none"><li>• Final Assignment Outline and Class Presentation</li></ul>
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