Course Description:

Drug trafficking is one of the greatest current threats to security and stability in the Americas. This illicit trade and the efforts to counter it have taken a devastating toll on individuals, societies, and nations. In this class, we will attempt to gain a greater understanding of how drug trafficking became such an immense problem and why it has been so difficult to solve.

After a general introduction to the theme, we will begin by exploring the origins of the international narcotics trade. Why is there such a great demand for drugs? How did the demand for and supply of narcotics develop? We will then focus on the two drugs that historically have had the greatest impact on the Americas: cocaine and marijuana. After that, we will address the issue of supply, focusing on Latin American and U.S. providers and participants in trafficking networks. How do illegal drugs make their way from producers to consumers? Who participates in trafficking, and why? We will particularly focus on women’s participation in drug trafficking. Next, we will examine efforts to combat the drug problem, analyzing the development of U.S. and Latin American counter-narcotic policy over the course of the twentieth century. How did the Americas become involved in a War on Drugs, and why have we been unable to win that war? This first half of the course will culminate in a midterm exam consisting of short essay questions.

We will begin the second half of the semester studying the myriad effects of drug trafficking, including militarization, violence, destabilization, and international tensions. We will conclude by exploring possible solutions to the pressing problem of drug trafficking in the Americas. You will write a short research paper on a subject of your choice related to drugs and security in the Americas. There will be a take-home final exam.

Learning Objectives:

1. You will gain knowledge about the historical dynamics and contemporary characteristics of drug trafficking and security in the Americas.
2. You will develop reading, writing, and communication skills that will serve you in your college career and beyond.
Grading:

1) Mid-term exam: (20%)
2) Annotated Bibliography: (10%)
3) Research Paper: (30%) Due April 14
4) Final Exam: (20%)
5) Attendance: Based on performance on reading quizzes (10%)
6) Participation: Based on participation in class discussions. You can also improve your participation grade by attending Latin American Studies Program events (10%)

The Plus/Minus system of grading applies in this course.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>93-100</td>
<td>A</td>
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Assignment Descriptions:

1. Midterm Exam: In-class, short essay questions. I will distribute a list of possible questions one week before the exam.
2. Annotated Bibliography: Write one paragraph describing your idea for your research paper. What is the topic? What “how” or “why” question are you trying to answer? What argument do you expect to make in response to that question? I strongly suggest that you discuss your ideas with me well before beginning the bibliography so I can help you narrow in on a topic that interests you. Attach a preliminary bibliography, in which you identify and describe (1-2 sentences each) at least 10 scholarly sources (books and/or journal articles) that you will use to answer your research question.
5. Reading Quizzes: These will be at the beginning of most classes. They will be short (five minutes) and focus on the content of the readings. The final question on each quiz will be an opportunity for you to pose a question about the reading. I will choose a few of your questions each day to help direct our in-class discussions.

All assignments should be double-spaced in Times New Roman size 12 font with a one-inch margin on all sides. Number your pages. Use Chicago Style footnote citations (for guidelines on proper citation format, see guide on Blackboard under Content and http://www.chicagomanualofstyle.org/tools_citationguide.html). Turn in your assignments on time—there will be a penalty of 10% for each day that an assignment is late. You will only be allowed to turn in an assignment late without penalty if you have a documented emergency.

Expectations:

1. Participation. I expect you to do the readings, bring the readings to class, and participate in discussions.
2. Attention. I expect you to close your laptops and put them away during lectures and presentations. Take notes by hand.

3. Communication.
   a. If you have a question, don’t hesitate to raise your hand and ask or contact me privately. If you have a problem or an emergency arises, let me know and I will be very willing to work with you.
   b. If you need an accommodation for any type of physical or learning disability, medical needs, or any other reason, you should meet with the student disability services office and then meet with me privately to discuss the modifications necessary to ensure your full participation in the course.
   c. When emailing me, address your emails to “Professor Keller” or “Dr. Keller.”

4. Proper Academic Conduct. It is your responsibility to know and understand the provisions of the College of Arts and Science’s Academic Conduct Code, available at: [http://www.bu.edu/academics/resources/academic-conduct-code/](http://www.bu.edu/academics/resources/academic-conduct-code/). I will refer cases of suspected academic misconduct to the Dean’s Office.

**Required Reading:**

- News coverage of Latin American current events in *The New York Times* and *The Washington Post*. **We will discuss current events at the beginning of class every Tuesday.**
- In addition, there are a number of articles and book chapters assigned for class every Tuesday. These may be found on the class Blackboard web site under Content.

**Classes, Topics, and Reading Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>T, Jan 20</td>
<td>Introduction</td>
<td>• Course Overview</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td><strong>Th, Jan 29</strong></td>
<td><strong>Origins II: Marijuana</strong></td>
<td>Campos, Isaac, <em>Home Grown: Marijuana and the Origins of Mexico’s War on Drugs</em> (Chapel Hill, University of North Carolina Press, 2012), 1-65</td>
</tr>
<tr>
<td><strong>Th, Feb 5</strong></td>
<td><strong>Supply and Trafficking: Women</strong></td>
<td>Carey, <em>Women Drug Traffickers</em>, 1-52</td>
</tr>
<tr>
<td><strong>T, Feb 10</strong></td>
<td><strong>Supply and Trafficking: Women</strong></td>
<td>Delayed start time: Meet at 1:15!</td>
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<td></td>
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<td>Carey, 53-157</td>
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<tr>
<td><strong>Th, Feb 12</strong></td>
<td><strong>Supply and Trafficking</strong></td>
<td>Carey, 158-203</td>
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<td><strong>T, Feb 17</strong></td>
<td><strong>NO CLASS—MONDAY SCHEDULE</strong></td>
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<td>Visit from Librarian Susan Wishinsky</td>
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<tr>
<td><strong>T, Feb 24</strong></td>
<td><strong>Control: Latin American Efforts</strong></td>
<td>Campos, Isaac, “Degeneration and the Origins of Mexico’s War on Drugs,” <em>Mexican Studies/Estudios Mexicanos</em> 26:2 (Summer 2010), 379-408</td>
</tr>
<tr>
<td><strong>Th, Feb 26</strong></td>
<td><strong>Control: The U.S. War on Drugs in Latin America</strong></td>
<td>Bagley, Bruce Michael, “U.S. Foreign Policy and the War on Drugs: Analysis of a Policy Failure,” <em>Journal of Interamerican Studies and World Affairs</em> 30: 2/3 (Summer-Autumn 1988), 189-212</td>
</tr>
<tr>
<td></td>
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<td>Michelle Denise Reeves, “The Evolution of Narcoterrorism: From the Cold War to the War on Drugs,” in <em>Beyond the Eagle’s Shadow: New Histories of Latin America’s Cold War</em>, edited by Virginia Garrard-Burnett, Mark Lawrence, and Julio Moreno (Albuquerque: University of New Mexico Press, 2013), 281-306</td>
</tr>
<tr>
<td><strong>T, Mar 3</strong></td>
<td><strong>Control: The U.S. War on Drugs at Home</strong></td>
<td>Heather Thompson, “Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History” <em>Journal of American History</em> 97:3 (December 2010), 703-734</td>
</tr>
</tbody>
</table>
Th, Mar 5  MIDTERM EXAM

T, Mar 10: Spring Break
Th, Mar 12: Spring Break

T, Mar 17  Consequences: Militarization

Th, Mar 19  Consequences: Political Destabilization

  Annotated Bibliography Due

T, Mar 24  Consequences: International Tensions

Th, Mar 26  Consequences: Economic Distortion

T, Mar 31  Consequences: Violence

Th, Apr 2  Consequences: Corruption

T, Apr 7  Movie: The Two Escobars

Th, Apr 9  Movie: The Two Escobars
T, Apr 14  Consequences: Narcocultures
  • Morrison, Amanda Maria, “Musical Trafficking: Urban Youth and the
  Narcocorrido-Hardcore Rap Nexus,” Western Folklore 67:4 (Fall 2008),
  379-396

Research Paper Due

Th, Apr 16  Alternatives to the War on Drugs: Introduction and Community Policing
  • Robert MacCoun and Peter Reuter, “The Varieties of Drug Control at the
  Dawn of the Twenty-First Century,” Annals of the American Academy of
  Political and Social Science Vol. 582 (July 2002), 7-19
  • Enrique Desmond Arias and Mark Ungar, “Community Policing and Latin
  America’s Citizen Security Crisis,” Comparative Politics 41: 4 (July
  2009), 409-429

T, Apr 21  Alternatives to the War on Drugs: Local Measures
  • Haaga, John G. and Peter Reuter, “The Limits of the Czar’s Ukase: Drug
  Policy at the Local Level,” Drug Policy at the Local Level,” Yale Law and
  Policy Review 8:1 (1990), 36-74

Th, Apr 23  Alternatives to the War on Drugs: Legalization
  • MacCoun, Robert and Peter Reuter, “Interpreting Dutch Cannabis Policy:
  Reasoning by Analogy in the Legalization Debate,” Science, New Series, 278:
  5335 (Oct 1997), 47-52

T, Apr 28  Alternatives to the War on Drugs: Development
  • Youngers, Coletta A. and John M. Walsh, “Development First: A More
  Humane and Promising Approach to Reducing Cultivation of Crops for Illicit
  Markets,” Washington Office on Latin America, March 2010
  (http://justf.org/files/pubs/1003wola_df.pdf)

Th, Apr 30  Conclusions