

The University of Texas at El Paso

Department of Sociology and Anthropology

College of Liberal Arts

Drug Use, Abuse, Trafficking
Spring 2023

A cross-listed class taught online

SOCI 3312 (CRN 24658)

ANTH 3312 (CRN 24657)

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Office Hours

Virtually by appointment, via Zoom, usually on Tuesday afternoons from 1pm to 2.30pm.

Catalog Description

This course studies, from a cultural and social perspective, the use, abuse, and trafficking of drugs.

It examines cross-cultural uses and abuses of drugs in various contexts: private, public, ceremonial, medicinal, recreational, religious, etc.

It explores taboos, laws, prohibitions, beliefs, and stereotypes about drugs as well as representations of drug use and abuse in popular culture.

Additionally, the class will focus on the subject of drug trafficking and the public debates, crackdowns, and “cultural wars” associated with illegal drugs.

Recommended background: ANTH 1302 or SOCI 1301. ANTH 3312 is the same course as SOCI 3312.

Office Hours virtually via Zoom.

Please contact me via email if you would like to discuss course-related matters via Zoom.

Learning Outcomes

After the completion of this course, students should have the following skills or knowledge:

UTEP EDGE ADVANTAGE

You can learn about UTEP Edge, here: <https://www.utep.edu/edge/about/index.html>

This class fulfills the following targeted UTEP Edge Advantage skills:

- **Communication:** Mostly written (discussion boards per module, several writing assignments).
- **Confidence:** Periodic tests to give you a deeper command of the materials presented in the class before you begin a subject board.
- **Critical thinking:** scrutinizing materials about drug use, abuse and trafficking to build your own understanding of the subject.
- **Entrepreneurship:** going beyond facile stereotypes about a complex, controversial issue: the use, abuse and trafficking of drugs.
- **Global awareness:** Examining how people understand drugs, their use, abuse and trafficking across an international boundary.
- **Problem solving:** Tests, book reviews, film review, midterm and final.
- **Social responsibility:** examining in depth the way drug use, abuse and trafficking inform social interactions, especially in the U.S.-Mexico borderlands.

Required readings

The required texts for this course are:

Zilney, Anne Austin	<i>Drugs: Policy, Social Costs, Crime and Justice</i> Out of print, available in PDF via course Blackboard page.	9780132275354
Campbell, Howard	<i>Drug War Zone: Frontline Dispatches from the Streets of Juárez and El Paso.</i> Available as an e-book from UTEP Library.	9780292782792
Andreas, Peter	<i>Border Games</i> (Second Edition, 2011). Available as an e-book from UTEP library.	9780801475405
Fleetwood	<i>Drug Mules: Women in the International Cocaine Trade</i> Available as an e-book from UTEP Library.	9781349444694
Vergheze, Abraham	<i>The Tennis Partner</i>	9780062116390

- These books are not listed in any particular order.

Required films

Any films we watch in this class are available through UTEP's Library Subscription to Kanopy or Swank or Films on Demand, or other providers, and these will be available to you at no charge but you will have to log into the library through your UTEP account.

It may be the case that a film may only be available via Amazon.com. If that is the case, then you will have to rent or purchase it via Amazon.com.

Grading Scheme

To receive a C or better in this class, all work is required. Unless you hand in all work required for this class, your grade is in jeopardy.

Syllabus Test and Personal Introduction 0 points

- **This test is required and you must not proceed in this class without having taken it. The personal introduction is also required but not graded.**

Tests
x 4 @ 50 points each test **200 points**

Discussion boards
x 4 @ 50 points each discussion board **200 points**

Midterm **100 points**

Final **100 points**

Book Review **200 points**
x1 about Verghese, *The Tennis Partner*

Film Review **200 points**
x1 about any of the films for this class, but **not** *Rashomon*

Total: 1,000 points

The total point score is then divided by 10 to provide a percentage. The letter grades break down in the following way:

%	Letter
≥ 89.50	A
79.50-89.49	B
69.50-79.49	C
59.50-69.49	D
≤ 59.49.	F

Descriptions of graded work

Late work is unacceptable. You must contact the instructor before the due date if, for any reason, you are going to submit late work.

TESTS

There are four tests in this class. The tests are designed to ensure that you remember to do the reading for the class, and that you are comprehending what you have read. You should submit your answers to the tests by Monday by 11:00pm (MT) following the end of the unit on Sunday, the day before. The tests are open book and they are not timed.

EXAMS

There are two exams for the course (the mid-term exam, the final exam). Questions are based on the readings and/or viewings.

The exams will be “open book” so that you will be able to have all support materials you think are necessary to answer the exam questions. The exams are not timed.

The exams will be administered via Blackboard. You will have from Monday through Friday of two specific weeks (see the calendar at the end of the syllabus) to complete the exam upon activation. The exams are to be taken individually—**you are not allowed to discuss the exam questions with the classmates or anyone else.** Please refer to the section on “Academic Integrity” below to review the university and instructor policies on cheating, collusion, and plagiarism.

Make-up exams

Make-up exams will be given *only* in the case of a *documented* emergency (see “excused absences” below). Note that make-up exams may be in a different format than the original exam and may require more intensive preparation. If you miss a test and your absence is not considered excused, you will receive a zero on the test. This policy will be strictly enforced.

BOOK REVIEW

You will write one two-page book review of Abraham Verghese, *The Tennis Partner*.

You must focus on how the book ties into the themes of the class.

The book review is **not** a summary. The book review will be two pages in length, double spaced, Times New Roman, 12 points. You must not put a cover page on the book review. You must use a works cited page and a citation style guide with which you are already familiar and with which you want to practice: i.e. APA or MLA or Chicago/Turabian. Do **not** invent your own way of citing materials you have consulted!

FILM REVIEW

You will write one two-page film review about any of the films we watch for the class **but not *Rashomon***.

You must focus on how the film shapes understandings of drug use, abuse and trafficking.

The film review is **not** a summary. The film review will be two pages in length, double spaced, Times New Roman, 12 points. You must not put a cover page on the film review. You must use a works cited page and a citation style guide with which you are already familiar and with which you want to practice: i.e. APA or MLA or Chicago/Turabian. Do **not** invent your own way of citing materials you have consulted!

DISCUSSION BOARDS

There are four opportunities in this class to discuss the material for a particular module in a written format. A discussion board requires the following from you:

(1) a discussion post in response to a guided question (minimum of 250 words and maximum of 500 words); and,

(2) respond to at least one of your classmates' post (minimum of 100 words and maximum of 500 words).

Be sure to submit your discussion post and response to your peers in a week when a discussion board is due by Monday, 11:00pm (MT) after the preceding week's unit to receive credit for your participation.

Some suggestions for successful posts:

Write with the **curiosity** of university students.

The instructor is more interested in doubts and the questions you raise rather than providing concrete answers. The expression of doubt and uncertainty is a skill and something to be practiced and developed.

You are strongly encouraged to use the UTEP Writing Center for assistance in drafting all written work, including discussion boards, book and film reviews.

I expect everyone to actively participate in class and do so in a positive and appropriate way (see the "Online Etiquette and Effective Communication" section below). Keep in mind that class participation is more than just completing the scheduled assignments and taking exams—you should be willing to ask and answer questions and contribute intellectually to class debates via online discussion posts.

Before posting a discussion, you should complete the assigned readings and go over your notes of those readings. Exams will cover material from the readings, and our online discussions, so doing just one or the other will leave you at a disadvantage.

Full credit for a discussion post is reserved only for those that follow the online etiquette and effective communication rules below.

COURSE/INSTRUCTOR POLICIES

E-Mail Protocol

UTEP e-mail is the **best** way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt during weekdays. I will respond to weekend messages by Monday at the latest.

Follow the following format when you write me an email. (Unfortunately, due to the large number of students I serve every semester, I will not be able to respond to any email that does not follow these crucial instructions.)

1. When e-mailing me, please put the course number in the subject line.
2. Address me, please, as Dr. Timmons. (Beware: I do not respond to the title, Mr.) Thank you for your consideration in this matter).
3. In the body of your e-mail, clearly state your **question**. Unless you ask me a specific question, it is unlikely I will respond.
4. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

Online Etiquette and Effective Communication

It is essential that the utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be discussing at times sensitive and controversial topics. Avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views.

No inappropriate behavior will be tolerated.

Unprofessional conduct will be dealt with swiftly through the University and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

Please carefully read the following rules for online etiquette and effective communication:

Online Etiquette and Effective Communication Policy

Language: Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language, all capital letters, and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Respect: A web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a web-based course as well. Treat your professor and your fellow students with respect. Remember that members of the class and I will be reading any postings.

Be Forgiving: If someone states something that you find offensive, mention this directly to the professor in an email. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the professor.

This is Permanent: Think carefully about the content of your message before contributing it. Once sent, there is no taking it back. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

Edit Your Work: The grammar, spelling, and punctuation of a message are part of the grading criteria – you should not expect your professor and peers to decode misspelled words or poorly constructed sentences. It is a good

practice to compose and check your comments in a word-processor before posting them.

Test for Clarity: Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly and if you can read it to another person before posting it, even better.

Follow the Parameters/Stick to the Point: Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents. Also keep in mind that no credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.

Read First, Write Later: Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Excused Absences and Excuse for Late Work

I will excuse absences and late work *only* when a student participates in an official university-recognized activity, observes a recognized religious holiday of her/his faith that happens to coincide with a class session or due date for an assignment, is called to and participates in active military service for a reasonably brief period, or confronts a medical emergency.

To be excused, you must notify me *in writing* prior to the date of absence.

That said, in cases where advance notification is not feasible (e.g. a medical emergency), you must provide notification as soon as possible following your absence. Such notification must include an explanation of why notice could not be sent in advance.

You must also provide satisfactory documentation verifying the reason for the absence. In case of an illness, a doctor's note is the proper documentation required.

For my records, you should e-mail me a scanned copy of the documentation that verifies the reason for your absence (if you don't have access to a scanner, you can take a photo of the documentation). Documentation that is not provided in a timely manner will not be accepted.

Please do not ask me to excuse absences for minor illnesses or scheduling conflicts (e.g. sports practices, play rehearsals, meetings, conferences, appointments with other professors or advisors, student teaching, having your cable installed, having a bad headache, etc.). I am aware that students have other interests and obligations, but you should nevertheless make this class a priority. If you are likely to have recurring conflicts, please take another course that better fits your schedule.

See academic regulations in UTEP Undergraduate Catalogue for a list of excused absences: <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline."

Academic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, collusion, and plagiarism.

Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test.

Collusion involves collaborating with another person to commit any academically dishonest act. One example of collusion is preparing a discussion entry for another person or having someone prepare a discussion entry for you. I encourage students to study together and

work collectively; however, working together to write any part of a written assignment, research paper, and/or exam is collusion.

Plagiarism is commonly defined as passing off the ideas, works, writing, etc., of another person as your own. Accordingly, you are committing plagiarism if you copy the work of another person and turn it in as your own work, even if you have the permission of that person. Be aware, just as the Internet has made it easier to find material, it has also made it easier to trace the source of any written work. If you are unsure whether a citation is required, err on the side of caution and provide one.

Any act of academic dishonesty attempted by a UTEP student is **unacceptable** and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to the Office for Student Conduct and Conflict Resolution at <https://www.utep.edu/student-affairs/osccr/index.html>.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you require specific accommodations and support services, please contact the Center for Accommodations and Support Services (CASS). Please keep in mind that accommodations need to be requested at least two weeks (or a month if advance planning, such as the acquisition of books-on-tape, is required) prior to the beginning of the semester. Here is the contact information for CASS: web: <http://sa.utep.edu/cass/>; phone: (915) 747-5148; fax: (915) 747-8712; e-mail: cass@utep.edu; location: UTEP Union Building East Room 106.

SOFTWARE REQUIREMENTS

You will need the following software on your computer to efficiently work in this course (your computer may already have some of these programs installed:

☐ **Adobe Acrobat Reader**. To get this program, go to <https://acrobat.adobe.com/us/en/products/pdf-reader.html> and follow the [instructions](#).

☐ **Adobe Flash Player**. To get this program, go to <https://get.adobe.com/flashplayer/> and follow the instructions.

☐ **QuickTime Player.** To get this program, go to <http://www.apple.com/quicktime/download/> and follow the instructions.

☐ **Microsoft Office.** If you do not have a word-processing software, go to <https://my.apps.utep.edu>. Using My.Apps interface, UTEP students can access most software offered in student computer labs (including Microsoft Office) from their personal computing devices. Students can use any laptop, tablet, or smartphone with an Internet connection and use the software from anywhere at any time. For more information, go to <http://admin.utep.edu/Default.aspx?tabid=73740> and follow the instructions.

UTEP TECHNICAL SUPPORT

The University of Texas at El Paso offers complete technical information and Help Desk support at: <http://issweb.utep.edu/techsupport/>.

ALTERNATE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you save all your work in a separate Word document as a back-up in case there is a technical issue with the course website, network, and/or your computer. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, you can always email me (ptimmons2@utep.edu) your back-up document. You will be asked to submit via Blackboard once you have resolved the issue.

COVID-19 ACCOMMODATIONS

For those of us (I include myself in this comment) who might confront difficulties because of COVID-19, I want to reassure you that I will be flexible and understanding.

There are policies and procedures in place for the possibility that you might go to campus.

You are required to follow these policies and procedures for the safety of our UTEP community, and residents of Ciudad Juárez/El Paso.

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms.

Even though this class is 100 percent online, you may decide to go to campus to use the library or other facilities.

If you visit campus, you **must** comply with campus safety procedures.

COVID-19 PRECAUTIONS

You must **STAY AT HOME** and **REPORT** if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test.

Reports should be made at screening.utep.edu.

Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms.

If you are feeling unwell, please let me know as soon as possible.

COURSE SCHEDULE AND TASKS – WEEKS AT A GLANCE*

This course is taught in a modular format, and in six sections.

The first section examines the nature of seeing and of fact, and is meant to help us understand the importance of evidence, its assessment, and how evidence helps shape interpretation. These are crucial areas of inquiry for the anthropological and sociological study of drugs, licit and illicit. (For example, many people do not think coffee is a drug. But, if you read Zilney’s textbook, you will read that coffee is a psychoactive substance, and a powerful one at that. Even so, coffee’s legal status and popularity mean that there places to buy coffee are ubiquitous.)

Sections 2 through 6 provide case studies to examine how conflicts over drugs, licit and illicit, are central to modern conceptions of power.

It is very important to understand that we are using creative, intellectual published works about drug use, abuse and trafficking to help us understand social, political and cultural interactions around the issue.

*** The materials listed here for viewing and reading will be augmented with other materials made available to you via Blackboard.**

**** Please be aware that our modules end on Sundays and begin on Mondays. This means that the week’s work is usually due on Sundays, and usually by 11pm Mountain Time. The new week’s unit becomes available to you on Mondays.**

Week #	Dates	Module Number & Title	Reading/Viewing	Assignment(s)
1	01/17 to 01/23	1: Introduction: What do we see when we look?	<i>Rashomon</i> , dir. by Akira Kurosawa (film), available via link through Blackboard.	Personal introduction, via Discussion Board Syllabus Test
1	01/17 to 01/23	1: Introduction: Does framing matter?	What is a fact? What is evidence? What is interpretation? What is theory? Zilney, Chapter 1: Framing Drugs and Their Use.	Discussion board #1
2	01/24 to 01/30	2: An overview of drugs in a scholarly perspective.	Zilney, Part I: Studying Drug Use (all chapters)	Test #1

2	01/24 to 01/30	2: An overview of drugs in a scholarly perspective.	Zilney, Part II: Classifying Drug Use (all chapters)	Test #2
3	01/31 to 02/06	2: An overview of drugs in a scholarly perspective.	Zilney, Part III: The History and Effects of Drug Use (all chapters)	Watch: Film: <i>Cocaine Unwrapped</i> , 2013, directed by Rachel Seifert, available via link via Blackboard.
3	01/31 to 02/06	2: An overview of drugs in a scholarly perspective.	Zilney, Part IV: Controlling Drug Use (all chapters)	Discussion board #2
4	02/07 to 02/13	3: International Borders as a Mechanism of Difference and Othering	Andreas, <i>Border Games</i> , Part I: Introduction and Background	Be up to date with all reading and viewings in preparation for the mid-term exam.
4	02/07 to 02/13	3: International Borders as a Mechanism of Difference and Othering	Andreas, <i>Border Games</i> , Part Two: Policing and Smuggling Across the U.S.-Mexico Border; and, Andreas, Part Three: Extensions and Conclusions	Mid-term exam
5	02/14 to 02/20	4: Trafficking: the view from below	Fleetwood, <i>Drug Mules</i> , pp. 1 – 68.	Test#3
5	02/14 to 02/20	4: Trafficking: the view from below	Fleetwood, <i>Drug Mules</i> , pp. 69 – 133.	Film: <i>Maria Full of Grace</i> , 2004, directed by Joshua Marston.
6	02/21 to 02/27	4: Trafficking: the view from below	Fleetwood, <i>Drug Mules</i> , pp. 134 – 166.	Discussion board #3
6	02/21 to 02/27	5: The Drug War Zone	Campbell, <i>Drug War Zone</i> , "Introduction."	Test #4 Film Review Due
7	02/28 to 03/06	5: The Drug War Zone	Campbell, <i>Drug War Zone</i> , Part 1.	Watch: Film: <i>The Border</i> , 1982, directed by Tony Richardson. (The link will hopefully be available via Blackboard, but it may be that this title is only

				available via Amazon for rental or purchase.)
7	02/28 to 03/06	5: The Drug War Zone And 6: Cocaine and Alcohol Addictions and their collateral damage	Campbell, <i>Drug War Zone</i> , Part 2, and Epilogue. Verghese, <i>The Tennis Partner</i> , whole book.	Discussion board #4 Book Review Due
Final	03/06 to 03/10	Final Exam	All materials for class.	Final exam

