THE UNIVERSITY OF TEXAS AT EL PASO, COLLEGE OF LIBERAL ARTS
CRIJ: 4300 Law Enforcement Response to Drug Trafficking
SPRING 2020

Course #: CRIJ 4300-003 (CRN #26313)
Credit Hrs: 3.0
Course Meetings & Location: 100% Online
Prerequisite Courses:
Course Begin Date: March 23, 2020
Course End Date: May 9, 2020 (At 11:59PM, Mountain Time)
Instructor: Tim Clark, PhD.
Office Location: I do not have a physical office on campus.
Email: twclark@utep.edu
Emailing my UTEP account is the best way to guarantee I get the message. Typically, I will respond within 24 hours and usually in the evening hours.
Phone: If there is an emergency, you may contact me on my cell phone. You may leave a message or text and I will get back to as soon as I get to my phone. Please use my cell phone only if your question is urgent and cannot wait for me to respond to e-mail. Due to the way that Blackboard and the Internet work, there have been a few disruptions during test and quiz taking. If that happens to you, do not panic. There is no need to text or call. Just send me an email and I will reset the exam. My cell phone number is: 256-284-3063.

Description:
Drug cases have dominated large parts of the US criminal justice system for the last forty years from law enforcement efforts to stop its trafficking and distribution, to the filling and overwhelming of court docket as well as all aspects of corrections and case management. Thus, the purpose of this unique course is to prepare you to understand the methods and means by which US law enforcement conducts counter-drug policing. This course is intended to assist current or future law enforcement personnel to understand the nature of counter-drug interdiction and investigation. Additionally, this course will provide criminal justice professionals in non-law enforcement careers (i.e., attorneys, caseworkers, intelligence analysts, correctional officers and staff, etc.), and laymen a better understanding of the nature of counter-drug policing to better perform their own functions in the criminal justice (prosecuting or defending drug-linked defendants, understanding the nature of the policing of drug trafficking to better give case management and be better probation/parlor/correctional officers), or to advocate for more effective counter-drug policy.

Course Format and Time Requirements
Using first-hand biographical accounts and videos, this course will explore have you engage and analyze various aspects of law enforcement’s response to drug trafficking. Among the topics covered will be interdictions, investigations, taskforces, and international counter-drug operations delving into the roles, methods, organization, restraints, and temptations associated with this specialized form of policing. As a student in this course you will write three analytic papers (based on 3 separate books) and engage in three focused-online discussions to develop your understanding of law enforcement responses to drug trafficking, and provide a short capstone paper on policy recommendations for law enforcement counter-drug efforts. Because the course is only seven weeks long, you will have writing assignment once per week and you will be typically required to read one biographical book every two weeks (which were selected because of the interesting and easy to read formats as well as their
content), and should plan to devote ten hours per week (seven hours reading, and three writing and responding on Blackboard)

**Learning Objectives:**
In this course, you will learn:

Objective #1: How counter-drug law enforcement agencies and agents operate

Objective #2: How counter-drug taskforces operate

Objective #3: The constraints (legal and otherwise) on counter-drug efforts

Objective #4: How international counter-drug efforts operate

Objective #5: How policy and policy changes effects law enforcement counter-drug efforts

**Required Books:** (to be successful in this course you will need to have all three of these books by the end of the first week of the course. As you will be analyzing materials from these three books, without these books, you will not be able to complete the course assignments)


Additionally, there will be some required readings and videos in the course that will be made available (free of charge) though Canvas.

**Technical Requirements:**
The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The Helpdesk can provide answers to questions about using technology and services, as well as, technical support. Please visit the technical support page for more information.

- **Microsoft Office.** If you do not have Microsoft Office, check with your University of Texas branch store for the special Microsoft Office package which includes Word, Excel and PowerPoint. Contact the UTEP Bookstore (915)747-5594 for more info.
- **Adobe Flash:** This application is for advanced multimedia presentations/interactions over the internet. You may download this player from the Adobe Download site.
Components of your Grade:
You will be evaluated through three analysis papers and four focused online discussions. The points for these assignments will be earned as follows:

- **Three Analysis Papers**
  1. Earn up to 25 points for an *Analysis of the Career of a Federal Drug Agent*
  2. Earn up to 25 points for an *Analysis of Drug Taskforces*
  3. Earn up to 25 points for an *Analysis of International Counter-Drug Efforts*

- **Three Discussions**
  Earn up to 15 points (up to five points per discussion)
  - For each of the four initial postings you can earn up to two points each;
  - and up to three points (one point for each of the 3 responses worth) per discussion.

- **Policy Recommendation Paper**
  Earn up to 10 points. This final paper is the capstone for the course in which you will make policy recommendations and justify your response with evidence from material in this course.

**Component Descriptions**

A. Three Analysis Papers
A key learning tool of this course is to analyze the way that law enforcement agents and agencies actually do their jobs. While it is impossible in an academic setting to have you observe agents during clandestine efforts at countering drug trafficking networks, we can analyze firsthand accounts (in books and videos) of narcotics agents and policing office doing their jobs. Thus, I have selected three biographical accounts of agents who were involved in counter drug efforts. I will introduce a series of frameworks of analysis in a PowerPoint format, and you will use these frameworks to analyze these agents’ stories as a means for you to learn how these agents and these agencies operate. As a guideline (but not a requirement) each of these papers should be between eight to fourteen pages in length (12 point font, double spaced, one inch margins). Ultimately, I will not evaluate you on the length, but instead I will evaluate you on how well you answer each paper’s goal and criteria set by the analytic framework for that specific paper (see below). For these papers, you are to use only the required book for the assignment and other materials found in the current module. To keep the assignment manageable, you should not use external sources of information.
Analytic Framework for Analysis One: The Career of a Federal Drug Agent

**Book Analyzed:** Seller (2012) *The Last Cowboy*, **Module Analyzed:** #2

**Due Date:** Friday, April 10, 2020 at 11:59PM

**Tasks:**
1. Explain and then give examples from the book and other course materials on the Duties of a Federal Drug Agent
2. Explain and then give examples from the book and other course materials on the Tasks of a Federal Drug Agent
3. Explain and then give examples from the book and other course materials on the Procedures of a Federal Drug Agent
4. Explain and then give examples from the book and other course materials on the Restraints on a Federal Drug Agent
5. Explain and then give examples from the book and other course materials on the Risks of a Federal Drug Agent

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Analytic Framework for Analysis Paper Two: Drug Taskforces

**Book Analyzed:** Richards (2017) *Anatomy of Fed Drug Agent*, **Module Analyzed:** #3

**Due Date:** Friday, April 24, 2020 at 11:59PM

**Tasks:**
1. Explain and then give examples from the book and other course materials on the Organization of a Drug Taskforce
2. Explain and then give examples from the book and other course materials on the Roles within a Drug Task Force
3. Explain and then give examples from the book and other course materials on the Recruitment into a Drug Task Force
4. Explain and then give examples from the book and other course materials on the Procedures in a Drug Task Force
5. Explain and then give examples from the book and other course materials on the Restraints on a Drug Task Force

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Analytic Framework for Analysis Paper Three: International Counter-Drug Efforts

**Book Analyzed:** Hartman (2017) *Inside DEA*, **Module Analyzed:** #4

**Due Date:** Friday, May 1, 2020 at 11:59PM

**Tasks:**
1. Explain and then give examples from the book and other course materials on the Organization of International Counter-Drug Efforts
2. Explain and then give examples from the book and other course materials on the Roles within International Counter-Drug Efforts
3. Explain and then give examples from the book and other course materials on the Procedures in International Counter-Drug Efforts
4. Explain and then give examples from the book and other course materials on the Restraints on International Counter-Drug Efforts
B. Discussion Questions

Across the semester you are required to participate in three online discussions on Blackboard (one in week one, week two, and week four) in which you will discuss with fellow students specific questions (see questions below). In response to the specific questions (below), you will write an initial post of about a 400-800 word post answering the question by laying out your argument. This is due by Friday at 11:59PM. You can earn up to two points for that part of the discussion. Then you are to reply to three postings (initial or follow-up) by other students in order to engage in a conversation about their and your choices, and defend your or their points. These follow-up post typically are between 150-300 words in length. For each follow-up posting you can earn one point, up to three total points. When initial and follow-up posting are combined you can earn up to five points.

Topics for Discussion Posting

1. Week 1: POST: Discussion of Interdiction vs. Investigation
IMAGINE: You are working in the US Department of Homeland Security (DHS) headquarters as a policy advisor. Under the Trump Administration DHS’ counter-drug budget will grow but this growth is limited. The new director wants your thoughts on whether DHS should invest more resources in investigations (i.e. Homeland Security Investigations) or Interdictions (Customs & Border Patrol and Coast Guard). To give the new money a real punch, the Director wants you to continue to give both efforts their current level of resources and wants to put this new money in one of these programs only in order to give it the best chance of success. In the post, make your argument to the Director laying out you argument and supporting you position with what you learned in this module. Be prepared to respectfully challenge other colleagues and defend your own position if challenged.

2. Week 3: POST: Discussion of Undercover Drug Investigations
IMAGINE: You are DEA agent Tim Sellers and you are giving advice to a new drug enforcement agent about conducting undercover operations. Based on what you have read thus far in The Last Cowboy and covered in this module, what would be the number one suggestion you would give this rookie drug enforcement agent. Give a detailed example. Be prepared in follow-up to challenge other’s number one suggestions and to defend your recommendation as being the number one suggestion from other seasoned DEA agents (i.e. your fellow students posting online).

3. Week 4: POST: Discussion of Counter-Drug Task Forces
IMAGINE: You are on the DEA’s executive budget review board. The DEA Director has approached you and other members of the review board to consider whether you should increase, or decrease funding for DEA-supported counter-drug taskforces. In the initial posting you are to give your recommendation to the Director based on experiences at the St. Louis Drug Task Force (and other materials we have been covered so far in the course). Justify your response with specific examples for the course. Next, in follow-up posting a challenge to or supporting the other board member’s recommendations and defend your own.
C. Policy Recommendation Paper (Week 7)

This final paper is the capstone for the course in which you will make policy recommendations and justify your response with evidence from material in this course. Based on what you have learned in this course, propose at two or three (no more than three) realistic policy recommendations that would reform US efforts in law enforcement counter-drug policing improving the ability of law enforcement to do their job. Provide enough detail for each to let the reader clearly understand what you are recommending and why you are recommending it. These policies could be more restrictive for law enforcement or could allow law enforcement more leeway to conduct counter-drug. Explain each of your recommended policies in detail using information from the course to support your recommendations. After proposing the recommendation, explain how likely your recommendation would be followed based on current political, economic, and legal conditions in the United States. Though a certain length is not a requirement, this paper will usually be between three and seven pages in length. With this assignment you can earn up to 10 points.

Materials Analyzed: drug policy articles; all other course materials (books, videos, assigned websites, and other materials)

Due Date: Friday, May 8, 2020 at 11:59PM however, I will accept late papers without penalty until Saturday, May 9, 2018 at 11:59PM. No papers will be accepted after Saturday, May 9, 2018 at 11:59PM and a score of zero will be earned.

Tasks:

1. Propose two or three (no more than three) realistic policy recommendations that would reform US efforts in law enforcement counter-drug policing improving the ability of law enforcement to do their job.
2. Provide enough detail for each to let the reader clearly understand what you are recommending and why you are recommending it (These polices could be more restrictive for law enforcement or could allow law enforcement more leeway to conduct counter-drug).
3. Explain each of your recommended policies in detail using information from the course to support your recommendations.
4. Explain how likely your recommendation would be followed based on current political, economic, and legal conditions in the United States.

Communication in the Class:

Private Conversation with the Instructor:
Sometime you may want to communicate with me outside the public blog forums. If you so desire, just send me an email, and if we cannot solve the issue via email, I am always glad to arrange a time for us to talk on the telephone, or meet at the Student Union (I live in the El Paso area).
**Student’s Responsibilities:**
Students will be expected to read the course textbook, actively engage in conversation with your fellow students in the focused-discussions on the discussion board. You will also be expected to make a substantial comment to each module’s question listed on the Discussion Board set up for this course. If you miss a scheduled exam, only a serious personal emergency will be considered as an excuse and you must apply in writing (e-mail O.K.) to the instructor to explain why an exam was missed.

**Course Pacing:**
As a criminal justice practitioner we are often expected to meet hard deadlines. What this means is this course is that you need to meet both weekly deadlines and must complete all modules in order. This means that you have a weekly deadline of each Saturday at midnight and you have a deadline of **Saturday, May 9, 2018 at 11:59PM (At 11:59PM, Mountain Standard Time)** to complete all the course material, posting on the officer’s forum, quizzes, and exams. Blackboard closes for the course at this time and so extensions can be made. Any course material not completed by that time will receive a score of zero. **No excuses will be accepted.**

**Late Assignments:**
Because the course is only seven weeks in length, there is very little leeway for late assignments. The due date for all writing assignments are Friday at 11:59PM during the week that they are due. However, I will accept late papers without penalty until Sunday at 11:59PM that they are due. No papers will be accepted after Sunday at 11:59PM and a score of zero will be earned. For discussions, initial posts are due by Friday at 11:59PM, and response posts are due by Sunday at 11:59PM. No points will be given points for initial posts or response posts that are submitted after Sunday at 11:59PM. Because your access to the Canvas page ends at that time, during the last week of the course no papers can be accepted after **Saturday, May 9, 2020 at 11:59PM** and a score of zero will be earned.

**Military Statement:**
If you are a military student with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact me no later than January 16, 2017. However, it is expected that you as a professional will not enroll in the course if you knowingly expect (i.e. have orders prior to the start of the semester) to be deployed in an environment without computer access.

**Accommodations for Students with Disabilities:**
As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student’s responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.
Effective Electronic Communication:
Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

1. Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect their right to think differently.

2. Avoid posting simple two or three word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, then explain why by adding a few sentences describing your response or adding to the original point.

3. I will not be checking for spelling or grammar, but the more attention to these your give, the more clear your message will be. I understand most Spanish (though not extremely skilled in slang) as well as many of your fellow students, so if you need to you can occasionally post in a mixture of English and Spanish to get your point across, then go ahead and do so.

4. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:

   a. Reflection about meaning: Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.

   b. Analysis: Discusses relevant themes, concepts, main ideas, components, or relationships among ideas or, identifies hidden assumptions or fallacies in reasoning.

   c. Elaboration: Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.

   d. Application: Provides examples of how principles or concepts can be applied to actual classroom situations, or discuss the implications of theory for practice.

   e. Synthesis: Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
Scholastic and Professional Integrity:
In an on-line course scholastic integrity takes on a new importance as you are given more freedom from supervision. In the on-line course environment, it is academically dishonest to gain assistance during graded portions of the course. In this course this would be on quizzes, all exams, collaborating with others on your Research Method Critiques, as well as having someone else write your entries and comments on blogs.

I view academic dishonesty among criminal justice majors as blasphemy as you all are striving to work as servants of the law. Negative action for academic dishonesty can result in being barred from employment, and will most likely arise on any background and polygraph examinations you will take for the really cool jobs. At UTEP Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. I will take violations seriously and will refer the case to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work.

Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Copyright Notice
Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.
Course Schedule CRIJ 4300 on-line

Course Schedule & Required Completion Dates:

Module 1: Week 1: Introduction to Course & Counter-Drug Efforts (March 23-March 28, 2020)
The module accomplishes to objectives. First it provides you an overview of the course giving you an opportunity to ask questions and introduce yourself. Next, it introduces you to the two core methods of law enforcement counter-drugs efforts of interdictions and investigations through writing assignments and videos.

Assignment Due:
1. POST: Discussion of Investigation versus Interdiction: (Initial posts are due by March, April 27, 2020 at 11:59PM, and response posts are due by Sunday, March 29, 2020 at 11:59PM)

Module 2: Week 2 – Week 3: Undercover (March 29-April 11, 2020)
By turning to Tim Seller’s book The Last Cowboy, and providing you with an analytic framework to understand undercover operations, you take an in-depth look at the nature of undercover investigations in drug enforcement. The latter half of this module adds to Seller’s biography with a documentary video on the Drug Enforcement Administration (DEA).

Assignments Due:
1. Week 2: POST: Discussion of Undercover Drug Investigations
   (Initial posts are due by Friday, April 3, 2020 at 11:59PM, and response posts are due by Sunday, April 5, 2020 at 11:59PM)
   (Due date for submission is Friday, April 10, 2020 at 11:59PM; however, I will accept late papers without penalty until Sunday, April 12, 2020 at 11:59PM. No papers will be accepted after Sunday, April 12, 2020 at 11:59PM and a score of zero will be earned)

Module 3: Week 4-5: Counter-Drug Task Forces (April 12-April 25, 2020)
Using Timothy Richard’s biography Anatomy of a Federal Drug Agent written about his experience in a federal drug task force, this section analyzes the task force as a key organizational structure in counter-drug efforts. Supplemented with videos on task force tactics (i.e. raids) and some short readings from websites, this module details the strengths and challenges of these type of organizations providing you with an insider’s view.

Assignments Due:
1. Week 4: POST: Discussion of Counter-Drug Task Forces
   (Initial posts are due by Friday, April 17, 2020 at 11:59PM, and response posts are due by Sunday, April 19, 2020 at 11:59PM)
2. Week 5: SUBMIT: Analytic Paper on Analysis of Drug Taskforces
   (Due date for submission is Friday, April 24, 2020 at 11:59PM; however, I will accept late papers without penalty until Sunday, April 26, 2020 at 11:59PM. No papers will be accepted after Sunday, April 26, 2020 at 11:59PM and a score of zero will be earned)
Module 4: Week 6: International Counter Drug Efforts (April 26-May 2, 2020)
Bob Hartman’s short biography Inside DEA: Operation Snowcap provides us an insider’s view of international counter drug efforts. By coupling this text with an analytic guide and linking it to a series of short readings and news stories, you will come away with a better understanding and appreciation of how international counter drug occurs and some of the successes and pitfalls that they encounter.

Assignments Due:
1. SUBMIT: Analytic Paper on International Counter-Drug Efforts
   (Due date for submission is Friday, May 1, 2020 at 11:59PM; however, I will accept late papers without penalty until Sunday, May 3, 2020 at 11:59PM. No papers will be accepted after Sunday, May 3, 2020 at 11:59PM and a score of zero will be earned)

Module 5: Week 7: Policy & Future of Drug Enforcement (May 3-May 9, 2020)
Using supplemental readings from governmental agencies and policy organizations, this module provides you an understanding of the broader US and International policies on counter-drug efforts. Through reflection on the materials presented in the course, you will propose and argue for possible reforms that you believe that should occur to provide more effective counter-drug law enforcement.

Assignment Due:
1. WARNING--CLASS ACCESS on CANVAS ENDS on Saturday, May 9, 2018 at 11:59PM.
2. SUBMIT: Policy Recommendation Paper
   (Due date for submission is Friday, May 8, 2020 at 11:59PM; however, I will accept late papers without penalty until Saturday, May 9, 2020 at 11:59PM. Because your access to the Canvas page ends at that time, no papers can be accepted after Saturday, May 9, 2020 at 11:59PM and a score of zero will be earned.)