This course examines United States drug policy, and focuses primarily on the public policies that address opiates, cocaine, and marijuana. The course begins with what our nation’s first public policies that addressed drugs consisted of—how and why certain drugs became criminalized. We then explore drug policy as a more developed policy area in the 1970s and 1980s with a large number of active participants including presidents, Congress, courts, government agencies, and interest groups, and ways they established or opposed the modern 'War on Drugs'. Our course then focuses on contemporary policymaking surrounding the current opioid epidemic and the policy solutions government officials and societal groups offer to address this crisis. We will also discuss the similarities and differences drug policy has with other policy areas like environmental politics and national defense.

**Required Textbook**


**Required Readings on Blackboard**


Course Schedule

8/28/17 Course Introduction
8/30/17 Choose discussion groups
   Drugs in the late 1800s and early 1900s
   Read Musto, chapter 1
9/1/17 Origins of National Drug Policymaking
   Read Musto, chapters 2 & 3
9/6/17 The Ascent of Federal Enforcement
   Read Musto, chapters 5 & 6
9/8/17 Alcohol and Drug Prohibition in the 1920s
   Read Musto, chapters 7 & 8
9/11/17  Marijuana Madness, Regulation, and Prohibition
Read Nicholas, “From City Ordinances to Constrained Bureaucrats;”
and Musto, chapter 9

9/13/17  Punitive Drug Control in the 1940s and 1950s
Read Musto, chapter 10

9/15/17  Intergovernmental Drug Policing
Read Nicholas and Churchill, “The Federal Bureau of Narcotics, the States…”

9/18/17  Drug Policy Becomes a Developed Policy Area
Read Musto, part of chapter 11, pp. 245-257

9/20/17  Drug Tolerance Meets the Reagan Era War on Drugs
Read Musto, part of chapter 11, pp. 257-271

9/22/17  No Class

9/25/17  Crack Cocaine and Public Policymaking Stages
Read Musto, pp. 273-278, and Barbour and Wright, Keeping the Republic

9/27/17  First Exam

9/29/17  To be announced

10/1/17  No Class

10/4/17  Discussion Presentation 1: Private Teen Drug Prisons (4)
Read Baum, Smoke and Mirrors, pp. 155-161; Szalavitz, “The Trouble with Troubled Teen Programs;” Hyde, “Life and Death;” Szalavitz, Help at Any Cost, Appendix; and http://www.nospam.net/n-n08r.htm

10/6/17  Discussion Presentation 2: The Drug Czars (4)

10/8/17  Prevalence of Youth Drug Use Since the 1970s
Read Meich, Monitoring the Future

10/11/17  Federal Drug Control Budget
Readings to be announced

10/13/17  Drug Control Budget continued

10/16/17  Research Paper Prospectus Due
10/18/17  Drug Task Forces and Urban Policing
Read Moskos, *Cop in the Hood*

10/20/17  Economics of Drug Enforcement
Read Bertram et al., *Drug War Politics*

10/23/17  **Second Exam**

10/25/17  The States and Marijuana Policy Change 1996-2010
Readings to be Assigned

10/27/17  **Discussion Presentation 3:** Medical Marijuana in New York and Massachusetts (4)
Read McKinley, “New York’s Medical Marijuana;” *Massachusetts Lawyers Weekly,* “Marijuana Decision;” Manning, “How to Get Medical;” Adams, “Ruling Means;” and additional reading to be announced

10/30/17  Competitive Policy Areas and Policy Punctuations
Readings to be announced

11/1/17  The Courts and Drug Policy Change
Read Alsterberg, “State and Federal Powers Clash”

11/3/17  Courts and Drugs continued

11/6/17  **Discussion Presentation 4:** Controlled Substances and the Supreme Court (4)

11/8/17  **Discussion Presentation 5:** Attorney General Sessions Renews the Drug War (4)

11/10/17  Drug Addiction and Treatment
Read Kleiman, *Drugs and Drug Policy*

11/13/17  Opioid Abuse and David Musto Revisited
Read Anderson, “In Sarasota;”

11/15/17  **Third Exam**

11/17/17  Doctors, Dealers, and Opioid Dependency
Read Davis, “Law and Policy of Opioids;”

11/20/17  **Discussion Presentation 6:** Mexico and Canada (4)
Readings to be announced
Grades will be computed as follows:

45% examinations (three midterms worth 15% each)
22% research paper
14% class participation  3% class attendance
11% discussion paper  2% discussion presentation
2% research presentation
1% research paper prospectus

Grading Scale: A  94 and above    A-  90-93.9    B+ 86.7-89.9    B 83-86.6    B- 80-82.9
C+ 77-79.9     C 73-76.9     C- 70-72.9    D 63-69.9    D- 60- 62.9    F below 60

The exams will be closed book and comprise a mix of short essay, short answer, and may include some multiple-choice questions. Any material we cover in class is fair game for the exams and this includes student presentation material, speakers, and current events. Some exam material will come from sections of the readings that we did not cover in class, and some will be the professor’s own material not from the readings. Students must only write exam answers on exam paper or booklets provided by the professor. During exams, students cannot leave the classroom for bathroom breaks or other reasons, but must leave when they finish their exams.

In order to perform well on the exams always take notes in class. Students are responsible for reviewing exam grades in a timely matter. Any questions about graded material must be discussed with the professor immediately. Make-up exams will only be given in extreme circumstances (illness; death in the family), and students who miss exams must contact the professor immediately (within 24 hours) and present documentation.

Final Paper

The final paper is a research paper that examines some aspect of drug policy. A ‘drug’, in the context of this course means a substance that was once or is still prohibited. ‘Policy’, refers to public policy, or some action taken by government officials to address a particular problem (or the politics of public policy surrounding government action). Thus, papers that focus on the sociology
of drug using populations in rural or urban areas would not be a suitable topic because it does not directly involve government. The enforcement work that drug tasks forces do to arrest drug traffickers who sell to particular groups of people would be a suitable paper because it involves government run task forces. While students have the academic freedom to use a variety of sources for the final paper, they should not rely heavily upon Wikipedia or other online encyclopedia sources. The research paper must contain at least six sources that can be found in print. These must be from newspapers, books, hard copy journals, or from sources found on any library database, like for example, Lexis-Nexis. Government material on the web may or may not satisfy this print source requirement. Some material from government websites, such as general information about government agencies, does not qualify as a print source. Government publications do count for the required six sources, an example would be Congressional Research Service reports. If you are unsure whether a source qualifies as a print source please ask.

The final paper is a research intensive paper so papers that lack six print sources will be penalized 10 points for each source they lack. A quality research paper provides specific inquiry into a topic not just a broad overview. Overly broad papers will also be downgraded. An example of an overly broad paper would be one that explores medical marijuana laws in five states.

The required length of the final paper is 12 full double spaced pages of writing that is in 12 point Times New Roman font with 1¼ inch margins. The 12 full pages of writing does not include the work cited section, running headers, or spacing that exceeds double spacing between paragraphs or sentences, or a cover page should you choose to have one. So the entire paper will exceed 12 pages, but should not exceed 18 pages.

A research paper prospectus is due October 16th that provides at least a 100 word description of the topic, and includes three sources that provide material for the paper.

**Discussion Paper**

Along with a discussion presentation, students are required to write a **discussion paper** that is opinion-driven (not just a summary of the assigned group readings). The minimum length of this paper is three full double-spaced pages (not including the title or works cited section, with the same margins and other format as the final paper). The discussion paper must be opinion driven where you provide your thoughts on the assigned discussion readings, and must contain an additional outside source not assigned for the presentation (aside from wikipedia). Each student writes their own discussion paper (no group papers) and it is submitted at class time on the date of the student’s discussion presentation. The paper must focus on some of the material from the assigned discussion readings. Discussion presentation dates listed on the syllabus may change. Discussion papers not handed in at class time on the day of the discussion will be downgraded. Students should take notes during discussion presentations because some of the material will appear on exams.

Please submit both course papers in **hard copy**. I do not accept electronic papers for any reason (if you cannot hand the paper in yourself, email it to a friend and have the friend print it out and hand it in for you).

Students are encouraged to review university policies regarding academic honesty. [http://www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) In short, plagiarism is taking something that is not yours and passing it off as your own work. This can happen through sloppy
research that fails to cite where information comes from, or by copying published or website text without quotation. When borrowing material (whether quoting or paraphrasing), students are required to cite sources in-text. When quoting material, use quotation marks and provide an immediate reference to the source of the material, and if paraphrasing feel free to cite sources on a paragraph by paragraph basis. Failure to cite sources on papers or cheating on examinations is academically dishonest and severely punished at the University at Albany.

Both of the course papers require in-text citation. **Papers that lack in-text citation will be penalized 20%.**

**Class Participation**

The class participation grade is not an attendance grade, but is based on actual participation in class. The following actions are examples of highly valued participation: Attempts to answer questions raised by the professor, asking the professor to clarify material in class or raising questions or comments about the material (either in class or through other communication), participating during class case presentations, and reacting to statements of other students. Prepare for class participation by completing the assigned readings. Class participation is graded on a class by class basis. If overall class participation is poor, the class will receive a warning (either in class, electronically, or both). If participation does not improve the professor will give short in-class writing assignments based on the readings to assess student understanding.

**Class attendance.** Students are permitted three class absences. For each additional absence students will lose 15% of their class attendance grade.

This syllabus will experience minor changes such as additional reading assignments. It is the responsibility of students to be aware of any alterations in the course schedule. Extra credit assignments are not provided on an individual basis. Students are required to retain their exams and written work and be able to produce them upon request. Students who do not attend class on the day of their discussion presentation do not receive a makeup assignment for their absence. The professor will at times circulate a sign-in sheet. Students caught signing in other students on the sign-in sheet will forfeit half their class participation grade for each offense and be reported to the Dean’s Office on forgery charges.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.