

Course Syllabus

COURSE INFORMATION

History 4359, Section 501, Fall 2021

Drugs & Violence in Mexico

JO 3.906 T/TH 5:30-6:45pm

PROFESSOR CONTACT INFORMATION

Dr. Monica Rankin

JO 4.916

Office: (972) 883-2005

Mobile: (972) 822-5375

mraink@utdallas.edu

www.utdallas.edu/~mraink

Office Hours: by appointment

COURSE DESCRIPTION

This course will cover the history of drug use, narcotics trafficking, and drug-related violence in Mexico. It will briefly consider the role of psychotropic substances dating back to the pre-Columbian era, the colonial period, and the nineteenth century. More detailed coverage will be devoted to developments in the twentieth and twenty-first centuries and the role of the drug trade in U.S.-Mexican relations.

STUDENT LEARNING OBJECTIVES/OUTCOMES

- Students will gain an overall understand of the narrative history of the history of drug usage, the drug trade, and drug-related violence in Mexico.
 - Students will demonstrate their ability to interpret and analyze historical essays as well as primary source material in the context U.S.-Mexican relations surrounding the drug trade through written assignments and classroom discussions.
 - Students will demonstrate their ability to process primary and secondary source material and make their own argument regarding the historical significance of that material.
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Course Modality and Expectations

In compliance with new university directives regarding COVID 19, the class roster has been adjusted to allow only 50% capacity in the classroom until further notice. We will accommodate these capacity requirements in the following way:

- The class roster has been divided into two groups. Group A will attend class in person on Tuesdays. Group B will attend in person on Thursdays. You should have been notified which group/day to attend prior to the first day of class. If there are any doubts, please see the instructor.
 - Most of the materials presented during the in-person sessions will be lectures that provide a comprehensive historical narrative of drugs & violence in Mexico. These lectures will be livestreamed through Blackboard Collaborate (in eLearning) and will be recorded for students who are not in attendance in-person. Please make sure you attend the livestream or watch the video on the days you are not assigned to attend class in person. I am reconfiguring the syllabus to keep these lectures to a reasonable length of time so "lecture time" will likely be shorter than the 1 hour 15 minute allotment for class.
 - In lieu of in-class discussions over assigned readings, you will participate by posting on the discussion board feature in eLearning.
 - Research projects and presentations are on the schedule for the final weeks of the semester. We will make adjustments to the timing and/or modality of these assignments as the COVID situation changes.
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Classroom Conduct Requirements Related to Public Health Measures

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester to the extent allowed by state governance. Texas Governor Greg Abbott's Executive

Order [GA-38](#) prohibits us from mandating vaccines and face coverings for UT Dallas employees, students, and members of the public on campus. However, we strongly encourage all Comets to get vaccinated and wear face coverings as recommended by the CDC. Check the [Comets United: Latest Updates webpage](#) for the latest guidance on the University's public health measures. Comets are expected to carry out [Student Safety](#) protocols in adherence to the Comet Commitment. Unvaccinated Comets will be expected to complete the [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#).

Class Recordings

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

REQUIRED TEXTBOOKS AND MATERIALS

- Benjamin T. Smith: *The Dope: The Real History of the Mexican Drug Trade* (W.W. Norton, 2021) ISBN: 978-1-324-00655-8
- Arturo Perez-Reverte, *The Queen of the South*. (Plume: 2005) ISBN: 978-0452286542

Additional readings will be distributed in class or made available through the McDermott Library E-Reserves system.

Reserve Readings:

1. Paul Gootenberg, "Blowback: The Mexican Drug Crisis," *NACLA Report on the Americas*. November/December 2010.
2. June S. Beittel, "Mexico: Organized Crime and Drug Trafficking Organizations," Congressional Research Service, July 3, 2018 <https://fas.org/sgp/crs/row/R41576.pdf>
3. John Uri Lloyd and John Thomas Lloyd, "Coca: The Divine Plant of the Incas," <http://www.swsbm.com/ManualsOther/Coca.pdf>
4. Paul Gootenberg, "Imagining Coca, Discovering Cocaine, 1850-1890," in *Andean Cocaine: The Making of a Global Drug*. UNC Press, 2008. pp15-54.
5. Michael M. Cohen, "Jim Crow's Drug War: Race, Coca Cola, and the Southern Origins of Drug Prohibition," *Southern Cultures*, Vol. 12, No. 3 (Fall 2006) pp. 55-79.
6. Gabriela Recio, "Drugs and Alcohol: US Prohibition and the Origin of the Drug Trade in Mexico, 1910-1930," *Journal of Latin American Studies*, (2002) 34:1, 21-42.
7. Elaine Carey, "Selling is more of a Habit than Using: Narcotrafficante Lola la Chata and Her Threat to Civilization, 1930-1960," *Journal of Women's History*, (2009) 21:2, 62-89.
8. Richard B. Craig, "Operation Intercept: The International Politics of Pressure," *The Review of Politics*, (1980) 42:4, 556-580.
9. Maria Celia Toro, "The Internationalization of Police: The DEA in Mexico," *The Journal of American History*, (1999) 86:2, 623-640.
10. Howard Campbell, "Drug Trafficking Stories: Everyday Forms of Narco-folklore on the U.S.-Mexico Border," *The International Journal of Drug Policy* (2005) 16, 326-333.
11. "Jesus Malverde," in Sam Quinones, *True tales from another Mexico: the Lynch Mob, the Popsicle Kings, Chalino, and the Bronx*, pp 225-232.

12. Sean Penn, "El Chapo Speaks: A Secret Visit with the Most Wanted Man in the World," *Rolling Stone*. January 9, 2016. <http://www.rollingstone.com/culture/features/el-chapo-speaks-20160109>

Other Primary Sources:

LA Times Primary Sources

<http://documents.latimes.com/cartel/>

National Security Archive

<https://proquest.libguides.com/dnsa/mexico1969>

ASSIGNMENTS

Class Participation: Class participation will take place via the Discussion Board feature on E-Learning. Discussion Board will be open starting on Tuesday each week (unless otherwise specified). Please have your contributions posted by the following Tuesday. Discussion Board posts should address the reading assignments listed on a given week. For example, the reading assignment for week 2 is listed under the September 2 date on the course schedule. Discussion board posts for that reading assignment should be completed before the following Tuesday, September 7. Each student should contribute 3-5 posts—original questions/comments and/or responses to other questions/comments.

Response Papers: A brief response paper is due for each assigned reading on the date listed on the course schedule. These are the readings accessible through E-Reserve. The response paper should serve as an initial guide that can help you engage in the discussion board exercises. Your paper should be approximately 1-2 pages per reading and should be uploaded to the Response Paper link in E-Learning. You should provide a brief summary along with some analytical thoughts connecting the reading to materials covered in the lecture.

Primary Document Project: Students will complete an essay project analyzing and presenting a primary document or documents of their choice, subject to instructor approval. The final outcome should be a traditional essay of approximately 10 pages in length and a project presentation to the class in the final weeks of the semester. Topics, outlines, and other preliminary materials related to the primary document project are due on the date listed in the course schedule. All students must submit the materials listed on the schedule on the due date and receive instructor approval for their project. Students who have not secured instructor approval for their topic will not be allowed to turn in the final project. Detailed instructions for the primary document project will be distributed in the first weeks of the semester. I encourage all students to meet with me one-on-one during the month of September to discuss ideas for the final project.

Exam: There will be one exam on the last day of the semester. Details on the nature of the exam will be discussed throughout the semester.

Grading Policy

The grading in this course is based on one exam, a primary document project, weekly response papers, and class participation. The breakdown of the grading is as follows:

Exam	100 points
Primary Document Project	100 points
Response Papers	100 points
<u>Class Participation</u>	<u>100 points</u>
Total	400 points

COURSE & INSTRUCTOR POLICIES

Class Attendance: Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences due to COVID-19 will not be counted against a quarantined student.

- If you or someone you live with tests positive for COVID and/or if you need to take care of someone who tests positive for COVID, please contact me as soon as possible. We will make all appropriate accommodations.
- Please check your email and eLearning regularly for any changes to the schedule and/or teaching modality that might arise due to COVID.
- We will establish a seating chart early in the semester to facilitate contact tracing should the need arise. Please ensure that you sit in your assigned seat every class period.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some audiences may take offense at topics of a sensitive nature. There will be no substitutions of readings, films, documents, presentations, and/or other course requirements to suit personal preferences and/or sensitivities. There are no exceptions to this rule.

ACADEMIC CALENDAR:

The following schedule outlines the topics and reading assignments for each class. This schedule is subject to change. Any changes made to the schedule and/or any other course requirements will be announced in class and will be posted on the course website: www.utdallas.edu/~mrankin.

COURSE SCHEDULE AND READING ASSIGNMENTS

Week 1

August 24 Introduction and Syllabus: Group A

August 26 Introduction and Syllabus: Group B
Discussion Board: What is “drugs?”

Week 2

August 31 Lecture 1: Drugs/Violence Overview and Themes, Part I

September 2 Lecture 2: Drugs/Violence Overview and Themes, Part II
Read: Smith, Prologue and Reserve Readings 1-2 (Gootenberg Blowback, Beittel)
Response Paper 1 due by September 3

Week 3

September 7 Lecture 3: Colonial History of Coca

September 9 Lecture 4: Early History of Drugs in Mexico
Read: Smith, Chapters 1-2 and Reserve Readings 3-4 (Lloyd, Gootenberg)
Response Paper 2 due by September 10

Week 4

September 14 Lecture 5: Early Drug Use in US History

September 16 Lecture 6: Criminalization in the United States
Read: Smith, Chapters 3-4 and Reserve Reading 5 (Cohen)
Response Paper 3 due by September 17

- Week 5** *****Watch:** Reefer Madness (1936) -widely available for streaming
- September 21 Lecture 7: Emergence of Border Drug Culture
- September 23 Lecture 8: Developments in US Law Enforcement
 Read: Smith, Chapters 5-6, Reserve Reading 6 (Recio)
 Response Paper 4 due by September 24
- Week 6**
- September 28 Lecture 9: The Emergence of the Golden Triangle
- September 30 Lecture 10: Women Drug Traffickers
 Read: Smith, Chapters 7-10 and Reserve Reading 7 (Carey)
 Response Paper 5 due by October 1
- Week 7**
- October 5 Lecture 11: The Hippie Shift
- ****Project Topics/Outlines Due
- October 7 Lecture 12: Nixon's War on Drugs
 Read: Smith, Chapters 12-18 and Reserve Reading 8 (Craig)
 Response Paper 6 due by October 8
- Week 8**
- October 12 Lecture 13: The Guadalajara Cartel
- October 14 Lecture 14: The Camarena Affair
 Read: Smith, Chapters 19-20 and Reserve Reading 9 (Toro)
 Response Paper 7 due by October 15
- Week 9**
- October 19 Lecture 15: Fracture
- October 21 Lecture 16: Drug War Mexico
 Read: Smith, Chapters 21-22 and Epilogue
 Response Paper 8 due by October 22
- Week 10**
- October 26 Lecture and Film: Narcocultura
- October 28 Lecture and Film: Narcocultura
 Read: Reserve Readings 10-11 (Campbell and Quinones)
 Response Paper 9 due by October 29

Week 11

November 2 Discussion: Queen of the South

November 4 Discussion: Queen of the South
Read **BEFORE** class: Perez-Reverte and Reserve Reading 12 (Penn)
Response Paper 10 due by November 5

Week 12

November 9 Project Presentations

November 11 Project Presentations

Week 13

November 16 Project Presentations

November 18 Project Presentations

Fall Break/Thanksgiving November 23&25**Week 14**

November 30 Project Presentations

December 2 Project Presentations

Week 15

December 7 Exam

These descriptions and timelines are subject to change at the discretion of the Professor.

General policies and procedures for the University of Texas at Dallas can be found at:

<http://go.utdallas.edu/syllabus-policies>