# INR 4076 - Global Drug Policy

**Section:** 0W60

*College of Sciences*

School of Politics, Security, and Intl Affairs

## Course Information

**Term:** Fall 2024
**Class Meeting Location:**
**Modality:** WW
**Credit Hours:** 3.00

## Instructor Information

Dr. Annabelle Conroy
**Title:** SPSIA Undergraduate Coordinator
**Office Location:** 302H HPH
**Office Hours:**
Tuesday: 11:30 AM - 1:00 PM

Thursday: 9:00 AM - 10:30 AM

3:00 PM - 4:30 PM

**Email:** Annabelle.Conroy@ucf.edu

## Course Description

INR 4076 COS-POLS 3(3,0)Global Drug Policy: PR: ENC 1102 or POS 2041 or C.I. International drug control issues, policy formulation and enforcement, impact of government and political economic systems on drug policy. Selected Latin American and Third World cases. Odd Spring.

This course is an introduction to the topic of global drug policy. The course is divided into five sections. The first section examines the historical and legal framework within which current global drug policy takes place. The second section examines the political economy of the drug-producing states. In particular, we will focus on the main producing regions: the Andean region, parts of the Middle East, and the domestic production of drugs within the United States and Europe. The third section examines the factors that lead to drug consumption. Here the focus will be on the regions with the greatest demand, as well as the regions where drug consumption has traditionally not been a problem but where it is rapidly increasing. The fourth section will focus on the transit regions, that is, those routes which enable and facilitate the transfer of drugs from drug-producing to drug-consuming areas. Finally, the last section of the course will evaluate the various policies that have been proposed in dealing with the drug problem.

The purpose of the course is to provide students with a comparative and historical lens with which to analyze, evaluate, and propose strategies to address problems created by illegal drug production, trafficking, and consumption. The course aims to develop the skills necessary to develop policy proposals and to advocate for these proposals. It is expected that by the end of the course students will be proficient in content as well as in the NACE competency skills

## Format of the Course

This course is offered electronically via Webcourses. All course activities are to take place online. This includes the quizzes and exams. There are no scheduled face-to-face meetings for this course. Because there will be no face-to-face sessions, it is extremely important that you keep in mind and meet certain requirements. In order to successfully complete this course you need to make sure that you:

1. have a secure and reliable internet connection. Please be aware that “I didn’t have internet connection for two days” will not be accepted as an excuse for late submissions.

2. feel comfortable with the online tools that we will use in the course
3. have a high degree of self-discipline
4. are able to work independently, which means, among other things that you are able to read, understand and follow written instructions
5. are able to log into Webcourses every week to complete each module and read any announcements that might be posted for that week. Please keep in mind that the course requires work to be submitted every week and, thus, you cannot let the course slide for two weeks and then expect to catch up later. ***Since this course is highly condensed there will be a great deal of reading assigned each week. Please make sure that you allow enough time for this. If you do not have between 8-10 hours a week to devote to this class, please rethink your choice of class.***

You can learn about online courses by visiting the Learn UCF website (http://online.ucf.edu/learn-online/).

The format of the course will be as follows: Modules will open on Tuesdays at 9:00 am and close on the following Monday at 11:59 pm. The only exception to this is the first week of class when Module 1 will open on Monday.

| **Module Schedule** | |
|---|---|
| **Modules Open on:** | **Tuesdays, 9:00 am** |
| **Modules Close on:** | **Mondays, 11:59 pm** |

Each module may also have its own internal deadlines. So, for example, if there is a discussion assignment, you might be required to make a discussion posting by Saturday and then several discussion postings by Monday.

Although I do my best to avoid changing the schedule, please make sure you check the class schedule often, as the schedule may change depending on several factors. In any case, I will make sure to post an announcement when a change is made to the syllabus or the class schedule. However, it is your responsibility to ensure that you read the class announcements and communications sent out by the instructor.

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face. For this reason, it is extremely important that you read and understand the syllabus and make sure that you will be able to comply with the terms set forth in this document.

Please keep in mind that online learning requires a great deal of planning and self-discipline in order to be successfully completed. Since we will be covering a great deal of material in 6 weeks, I highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments on a weekly basis. Please do not be tempted to skip two weeks of the course and expect to catch up easily. Keep in mind that deadlines will be strictly observed in this course. If you miss a module (or more), you will not be able to make them up later. Once a module closes, work for that module cannot be submitted. This course is based on the idea that students learn best by being actively involved in the learning process. Thus, you are expected to read the material and be prepared to discuss it with your peers.

## Student Learning Outcomes

After taking this course students will be able to:

- Understand the historical and legal framework of the global drug trade.
- Identify the various aspects encompassed by global drug policy: production, consumption, and the transport of illegal drugs.
- Identify the stakeholders in the drug production and trafficking chain
- Generate and formulate hypotheses to further the study of global drug policy
- Present research findings in a clear and persuasive manner

- Analyze, evaluate, and assess policy solutions to an identified policy problem

This course also aims to help students:

- Develop the skills to analyze and evaluate the various policy prescriptions regarding the drug trade
- Develop key skills required for the successful study of political science and for the graduate job market.
- Develop the competencies/skills identified by the National Association of Colleges and Employers (NACE):
    - **Career & Self-Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.
    - **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
    - **Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
    - **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
    - **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals
    - **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
    - **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
    - **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

  For more information, see the NACE website: https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

## Course Materials and Resources

**This course uses Open Educational Resources (OER) and other freely-accessible materials for all the modules. This means that you do not need to purchase a textbook or any other materials. Every module will include the reading materials you need free of charge. The required readings will be electronically available in each module. It is the student's responsibility to let the instructor know as soon as possible if the link(s) to any of the assigned materials is/are not working.**

**A computer/laptop with a webcam and speakers**

## Course Assessment and Grading Procedure

### Academic Engagement for Financial Aid Activity

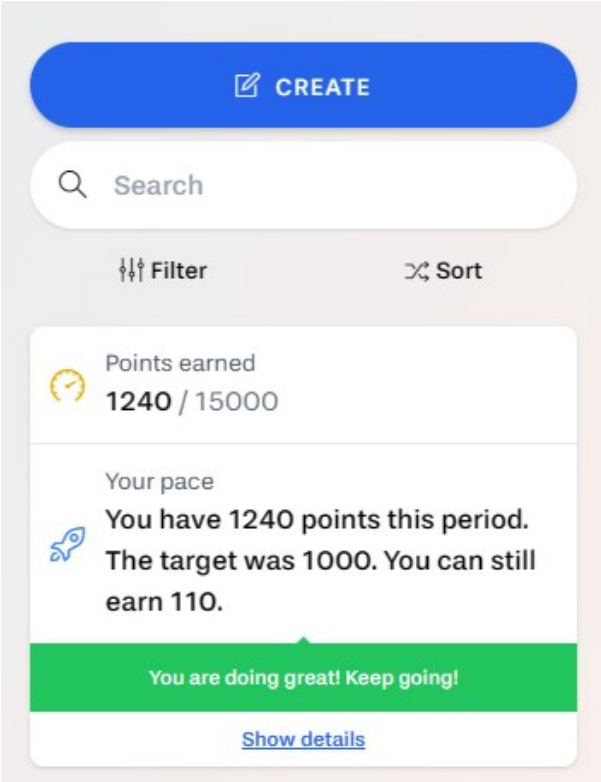
All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the academic activity indicated in the Week 1 Module by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday of the first week of class (11:59 pm). Failure to do so may result in a delay in the disbursement of your financial aid. Please open Module 1 to see what you need to do to complete this requirement.

### Weekly Discussions - Yellowdig (20%)

In this class, we will use the Yellowdig tool to as the online discussion platform. Unlike typical ***Canvas*** discussions where everyone responds to the same prompt, Yellowdig lets you share and discuss real-world content (articles, videos, etc.) that YOU feel is relevant to lectures and readings. As you create posts and make comments, and as other students react to or comment on your posts, you will automatically receive participation points. To be clear, using Yellowdig is a required part of the course, and the points you acquire will account for ***20%*** of your course grade.

Yellowdig is a course-long assignment. This means that, although you have to post weekly, the grade will be determined by the total number of points that you earn throughout the class. The points you earn in Yellowdig are passed to the ***Canvas*** grade

book for your discussion credit. To learn more about how points work, see [this help article] along with the Show details link inside Yellowdig (shown in the image below).




To earn the ***14000*** points required for an "A" in Yellowdig by the end of the course, you will need to reach ***1000*** points per week on average. Keep in mind that the last day to earn points is Monday, July 29 **(Week 5)**. This Community has a point buffer of ***35%***, meaning you can earn up to ***1350*** points per week. That means that, if you always participate up to the weekly maximum and go over that, you can earn a few points that will count for the next week's amount. You need to earn points each week, though. You will not be able to earn all 14,000 points in one week! You will be done with the assignment when you have earned 14,000 points so it is possible to finish the assignment before Week 5. The more you post, the earlier you can finish the assignment.

At ***11:59 PM every Monday***, the weekly maximum points will reset, and you will again have until the following Monday to get up to the weekly maximum. If you are having a fun

discussion, you can always keep posting even after you have reached the weekly maximum; you will just stop earning additional credit toward your grade until the next ***Monday at 11:59 PM***.

A few additional recommendations:

- Watch Yellowdig's student orientation videos.
- Peruse the Features and Functionality section of Yellowdig's Knowledge Base.
- Check out Yellowdig's FAQ page.
- If you have any technical questions or are having trouble, send Yellowdig a support ticket here.

More information will be contained in each module.

Please consult the Yellowdig page in the Modules section for more information and instructions on how to log in.

## Chapter Quizzes (25%)*

Each chapter will have its own quiz. Although there are 11 quizzes, only the top 10 will count (so the lowest score will be dropped). The quizzes will test your knowledge of the assigned chapter and will serve

## Case Studies (10%)

Modules will present 2-3 case studies which examine a specific question or issue related to that section's topics. The case study will require you to analyze and research a particular issue and write about your findings. The paper should be between 2-3 pages (750 words minimum) and each paper will be worth 10 points. Although, modules 2-5 will have case studies, only the highest case study score will count towards the final grade. Thus, if you don't do as well as you wished on the first paper, you have other opportunities to improve your grade. However, if you are happy with the grade you

obtained in your first case study paper, you do not need to submit a second paper. The last day to submit a case study is **Monday, July 29.**

Case studies can be done individually or by a team. Teams can have a maximum of 3 people. If submitting as a team, the same grade will apply to all the members of the team, so make sure that everyone contributes equally to the paper. You do not need to decide now if you want to work with a team. This can wait until the week in which decide to do your paper. **However, please make sure to inform me at least 5 days before the paper is due that you will be working in a team.**

### Examinations (45%)*

There will be five examinations in this course - four midterms (one additional was added) and a final exam. The final examination will be cumulative. Although there will be 5 exams (15 points each), only the highest 3 will count. Thus, if you are satisfied with your grade in the first 3 exams, you do not need to take the final exam. Please refer to the respective modules for instructions regarding each exam.

* To take the quizzes and the exams, you will need to download and use Respondus LockDown Browser. Please see the instructions below.

## Assignment Schedule

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| | Final Papers Report | Assignment | 3 |
| | Final Project | Assignment | 10 |
| | Final Project | Discussion | 0 |
| | Final Project | Assignment | 10 |
| | First Draft Feedback | Assignment | 5 |
| | First Draft-Final Project | Assignment | 5 |
| | In the News | Discussion | 0 |

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| | Project Evaluation | Discussion | 7 |
| 8/23 | Week 1 Discussion | Discussion | 2 |
| 8/23 | Week 1 Email | Assignment | 2 |
| 8/23 | Week 1 Quiz | Quiz | 1 |
| 9/2 | Week 2 Quiz | Quiz | 5 |
| 9/9 | Week 3 Paper | Assignment | 5 |
| 9/16 | Week 4 Discussion | Discussion | 5 |
| 9/23 | Week 5  Quiz | Quiz | 5 |
| 9/30 | Week 6 Discussion | Discussion | 5 |
| 10/7 | Week 7 Paper | Assignment | 5 |
| 10/14 | Week 8 Discussion | Discussion | 5 |
| 10/28 | Professional Profiles | Discussion | 3 |
| 10/28 | Week 9 Quiz | Quiz | 5 |
| 10/28 | Week 9-10 Project Idea | Discussion | 2 |
| 11/4 | Week 11 Quiz | Quiz | 5 |
| 11/11 | Week 12 Quiz | Quiz | 5 |
| 11/15 | GEP Survey | Assignment | 5 |
| 11/15 | GEP Survey | Quiz | 0 |
| 11/18 | Week 13 Discussion | Discussion | 5 |
| 11/23 | Self-sign up to a project group | Assignment | |

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| 11/25 | Final Project Roadmap | Assignment | 5 |
| 12/10 | Final Examination | Quiz | 15 |
| 12/10 | Protocol Points | Assignment | 5 |
| 12/10 | Team Evaluation Form | Assignment | 0 |

## Grading Scale

| Letter Grade | Percentage |
|---|---|
| A | 94-100% |
| A- | 90-93% |
| B+ | 87-89% |
| B | 84-86% |
| B- | 80-83% |
| C+ | 77-79% |
| C | 74-76% |
| C- | 70-73% |
| D+ | 67-69% |
| D | 64-66% |
| D- | 61-63% |
| F | 0-60% |

## Policies for Course Grade

### Makeup Work Policy

### Missed/Late Assignments

### Attendance

## Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

## Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

## Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and thee threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

## Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Class Schedule

| Week | Topic |
|---|---|
| 1 | |
| 2 | |
| 3 | |
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