



# Violent Crime and Political Order

POL / PA 436, Spring 2024  
School of Government and Public Policy  
The University of Arizona  
Teaching modality: In Person  
Monday and Wednesday, 3:30 pm - 4:45 pm  
Psychology Building, Room 205

## Instructor: Javier Osorio

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Office Hours: Mondays 8:00-8:45 am via zoom.  
(email the instructor to get a link)

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## Course Description:

This course explores the intriguing politics of law enforcement and organized crime from a political-economy perspective. The course will help students to develop analytical skills to understand the root causes of political repression and organized criminal violence, and to critically assess the effectiveness of law enforcement efforts. The course has a comparative perspective with a particular emphasis on Latin America.

The course is divided into five main sections. The first part overviews theoretical foundations highlighting the differences and similarities of political and criminal order from a critical perspective. The second part analyzes the empirical and political challenges of measuring crime and illicit markets, and covers crime trends in the U.S. The third section analyzes illicit markets from an economic perspective. The fourth segment addresses ongoing issues related to policing in the U.S. The fifth segment surveys the historical origins of the drug control regime in Latin America and explores the causes and effects of drug violence in the region.

## Course Objectives:

The readings, assignments, and in class activities of this course are designed to help students develop analytical skills to understand the economic and political aspects crime and illicit markets. After successfully completing this course, students will be able to:

1. Understand the main characteristics and differences between political and criminal order.
2. Identify the empirical and methodological challenges of measuring crime and drug markets.
3. Understand the foundations of the political-economy operating in illicit markets.
4. Gain familiarity with the trends, characteristics, disparities, and consequences of policing.
5. Gain familiarity with the history, characteristics, and policy consequences of the international drug control regime.
6. Apply the theoretical models to understand the dynamics of crime and illicit markets in Latin America.

7. Gain familiarity with basic procedures related to human annotation for machine learning on crime and justice applications.

### **Expected Learning Outcomes:**

1. Effectively summarize the similarities and differences between state and criminal order.
2. Demonstrate a working understanding of the basic supply and demand mechanics of illicit markets and the way drug control policies affect them.
3. Show awareness of the difficulties of generating systematic measures of crime and drug markets.
4. Display a basic understanding of how economic and political factors influence law enforcement in the U.S.
5. Demonstrate a basic understanding of how economic and political factors influence drug-related violence in Latin America.
6. Engage in theoretically grounded and evidence-based discussions about illicit drugs and crime.

### **Required Readings:**

All the assigned readings for this course are electronically available through The University of Arizona library. You will find direct links to the readings in each weekly module in D2L.

- Some of the readings are accessible via third-party providers (e.g. The Internet Archive). So, you may have to create an account with them in order to access the reading materials.
- If you have any issue accessing the assigned readings, please try first to solve it yourself. Problem-solving skills and analytical skills are key tools for success. If despite your best efforts, it is not possible for you to access the assigned readings, please email me.

### **Teaching Modality:**

- This course is scheduled for "In Person" teaching modality. Please be aware that the teaching modality of the class may change in short notice due to COVID related conditions if the University makes such decision.
- The lectures and activities of this course can be easily adapted to online synchronous meetings in case there is a considerable decline in Public Health conditions and the University decides to shift the teaching modality.
- In case students miss an in-class activity or a quiz due to COVID or any major cause, the instructor will ignore the points of that activity or quiz when calculating the final grade. In that way, students do not have to worry about those points or make up for those activities. Those points will simply not be factored into the final grade.
- I strongly encourage students to take responsibility for their learning. As your instructor, I will do my best to offer the best possible learning experience. I really hope you will play your part by doing the assigned readings, participating in class, and engaging in the course activities. I am confident that working together, we will have a great teaching-learning experience.

### **Course Requirements:**

The final grade is determined by the student's performance on the following assignments: attendance; participation in lecture sessions and in-class activities; weekly reading questions; midterm exam; and final exam. Below, you will find each requirement explained in detail.

## 1. Class attendance

- I do not take attendance to class, but students are expected to take responsibility for their own education and attend all class sessions.
- Students are required to arrive on time and remain in the classroom for the entire session.
- If you expect to be absent because of religious observances, please send me an email at the beginning of the semester.
- In the case of an emergency, students are expected to notify the professor before class.
- If you experience COVID-like symptoms, please get tested.
- If you test positive for COVID, please follow the UA protocol <https://covid19.arizona.edu/positive-case-protocol-students>.
- Most weeks we will have two different types of class sessions:
  - Lecture sessions: The instructor will prepare a lecture highlighting the main aspects of the assigned readings and students are expected to engage in the conversation.
  - In-class activity sessions: In order to promote active learning, students will engage in individual or group activities related to the topics discussed each week.

## 2. Readings and Participation

- Students are expected to read all assigned readings before class. This requires students to critically engage in the readings.
- Please take seriously your reading responsibility. Students who do not read in this class generally perform poorly.
- Active participation in the discussion is a strong requirement. The key pedagogical component of this class is to collectively unpack and analyze the assigned materials. We will do so by dissecting its different components and arguments, questioning them, exploring their implications, and thinking out loud about them. Due to its collective and dynamic nature, this class is not a space for passive learning. As such, each student is expected to provide valuable contributions to this common intellectual endeavor.

## 3. Weekly Online Quizzes (16 points = 16% of final grade)

- For each class session with assigned readings, students will find a quiz posted on D2L related to the corresponding assigned readings.
- There will be a total of 16 quizzes in the semester, totaling 16 points (1 point per quiz), which correspond to 16% of your final grade.
- Students are required to submit their responses before class. This means that students should complete all assigned readings and submit their responses before the D2L system closes right before we start our class session.
- The quizzes are not to trick you. They are designed to assess an elementary comprehension level of the readings. So, if you do the readings, you will be able to respond to the quizzes correctly.

## 4. In-class activities and trivias (16 points = 16% of final grade)

- During the semester we will have several discussion and trivia activities.

- All the in-class activities count for a total of 16 points, which correspond to 16% of your grade.
- All students will be randomly assigned to subgroups to participate in these activities. These teams will be the same as the ones related to the debate activity (see below).
- In-class activities and trivias are group activities that require students to be present in the classroom. Remote or proxy participation will not be allowed.

#### 5. Debates (10 points = 10% of final grade)

- During the semester we will have three debates on highly controversial and current topics related to policing in the U.S.
- All students are required to conduct with the highest standards of respect and civil discourse.
- Participation in the debates will be structured in the following way:
  - Given the size of the class, the instructor will divide students into six subgroups using random assignment.
  - Two of these subgroups will be assigned to debate each other on a controversial topic in a single debate.
  - In that way, we will have three debates on different topics, each with two subgroups of students debating in favor or against.
  - Students assigned to a debate are encouraged to plan and prepare their debating strategy.
  - Towards the end of the debate, students in the audience will be allowed to ask questions to the debaters if time allows.
  - Random assignment means that students will not pick their side (in favor or against) in the debate. Even if you do not personally agree with the side assigned to you, use this debate as a valuable opportunity to dive into the arguments that you may want to refute. The more you know about the arguments you may disagree with, the better you will be at counter-arguing.
- Participating in a debate as part of the pro or con group will count 10 points, which correspond to 10% of your grade.

#### 6. LEOKA coding (8 points = 8% of final grade)

- In an effort to help students gain familiarity with science, technology, engineering, and mathematics (STEM) skills, this class will help students gain basic familiarity with machine learning applied to criminal justice.
  - Do not worry if you do not have a background or skills in STEM, this activity does not require prior training or experience in STEM.
  - As you are probably aware, artificial intelligence and machine learning are revolutionizing many fields, including those in the social sciences. This activity is designed to help students learn the fundamentals of human annotation for machine learning applied to the field of criminal justice. Hopefully, this activity will prepare you to meet the challenges of the future workforce.
- This activity is inspired by a real request from the FBI asking researchers to help process data related to the Law Enforcement Officers Killed and Assaulted (LEOKA) database. For more information about LEOKA, please visit <https://ucr.fbi.gov/leoka/2019>.

- For this activity, students will participate in classifying specific information from LEOKA narratives to train a machine-learning model.

#### 7. Midterm Exam (25 points = 25% of final grade)

- The Midterm consists of writing one short essay (max 1,500 words, which is about 3 pages).
- This will be an open-book essay. So, students can use their notes and readings during the Midterm exam session. The Midterm exam will take place in our regular classroom during our regular class schedule.
- The objective of the essay is to assess your level of familiarity and understanding of the readings covered in the first half of the course.
- Students are required to bring their laptop to class to write their Midterm essay. If for any reason your laptop is not working, please let Dr. Osorio know in advance.
- To prevent violations of the UA Intellectual Integrity policy due to the use of artificial intelligence (AI), students will be asked to sign a pledge not to rely on any kind of AI assistance to write the essay.
- The midterm will be graded based on four criteria:
  - (a) **Responding** directly to the question.
  - (b) **Identifying** and engaging all the relevant course materials that correspond to the question.
  - (c) **Explaining** key concepts and theories completely and accurately.
  - (d) **Articulating** a coherent and clear set of ideas in a well-written manner.
- Students who regularly do their readings, write their own reading summaries, take notes, and participate in class usually do great in this essay. Those who do not read, do not write their own reading summaries, do not take notes generally do poorly.

#### 8. Final Exam (25 points = 25% of final grade)

- The Final exam will take place in our regular classroom. Please notice that we will be using the UA exam schedule. So, make sure you pay attention to the day and time of the final exam indicated in the syllabus.
- The Final Exam consists of writing one short essay (max 1,500 words, which is about 3 pages).
- This will be an open-book essay. So, students can use their notes and readings during the Final exam session.
- The objective of the essay is to assess your level of familiarity and understanding of the readings covered in the second half of the course.
- Students are required to bring their laptop to class to write their Final exam. If for any reason your laptop is not working, please let Dr. Osorio know in advance.
- To prevent violations of the UA Intellectual Integrity policy due to the use of artificial intelligence (AI), students will be asked to sign a pledge not to rely on any kind of AI assistance to write the essay.
- The Final exam will be graded based on four criteria:
  - (a) **Responding** directly to the question.

- (b) **Identifying** and engaging all the relevant course materials that correspond to the question.
- (c) **Explaining** key concepts and theories completely and accurately.
- (d) **Articulating** a coherent and clear set of ideas in a well-written manner.
- Students who regularly do their readings, write their own reading summaries, take notes, and participate in class usually do great in this essay. Those who do not read, do not write their own reading summaries, do not take notes generally do poorly.

**9. Extra points (up to 5 points = up to 5% of final grade)**

- Students have the opportunity to earn extra credits in this course based on any of the following modalities.

**SGPP Policy Lab** (1 point each):

- There will be an opportunity to earn extra credit in this course. This semester, several academic research projects will be conducted in the SGPP Research Center by individuals affiliated with the School. You will receive reminders throughout the semester regarding these opportunities. After participating in a project, you will receive ONE point, which will be applied to your final score at the end of the semester. You can earn up to 5 points in total by participating in 5 studies. Studies typically involve completing a short survey, which takes between 15 minutes to an hour to complete.
- To participate in this activity or to ask any questions about this, please contact directly the Lab Manager by email [SGPPResearch@arizona.edu](mailto:SGPPResearch@arizona.edu). Please do not email the instructor about this activity.
- At the end of the semester, the Lab Manager will email Professor Osorio the list of students who participated in these research activities.

**Diversity, Equity, and Inclusion Training** (1 point):

- As part of the SGPP efforts to promote diversity, equity, and inclusion in our academic community, this course offers the opportunity to gain extra credits by completing the "Preventing Harassment and Discrimination" online training offered by the Office of Institutional Equity.
- The course is available at: <https://equity.arizona.edu/training/online-training>.
- Once you finish your training, please go to D2L, then click on the "Extra points - DEI" assignment and submit a copy of your training certificate. Make sure it includes your name and date of completion.
- This extra point opportunity does not apply to training certificates completed before the beginning of the semester.

**Getting Involved** (1 point):

- A key strategy to foster a sense of inclusion and belonging in a community is to engage with others while participating in extra-curricular activities.
- This course offers the opportunity to gain one extra credit to students who become *new members* of any club at the University of Arizona. There are more than 600 clubs for you to choose from. You can explore your options here: <https://www.arizona.edu/student-life/getting-involved>.
- This extra credit does not apply to students who are already part of a club, sorority, or fraternity. It only applies to those who become *new members* of a club.

- This extra credit only applies to one club. If you become a member of more than one club, that is great for you (!), but you will only receive one credit for this activity.
- To get credit for this activity, please go to D2L, then click on the "Extra points - Getting involved" assignment and submit a copy of your new membership documentation. Depending on the club, it could be a receipt, a formal email, or a completed registration form. Make sure it includes your name and date of registration.
- You can combine any of these activities in the way that they best fit your interests and availability. At the end of the semester, you will receive up to 5 points as extra credit, which correspond to 5% of your final grade.

## Grade Distribution and Scale:

The following table presents the grade distribution for this course:

Grade Distribution		
Activity	Points	Grade %
Quizzes	16	16 %
In-class activities (4)	16	16 %
LOEKA coding	8	8 %
Debates	10	10 %
Midterm	25	25 %
Final	25	25 %
Extra points (up to 5 points)		
Total	100	100 %

The following table presents the grading scale for a corresponding letter grade:

Grading Scale	
Letter grade	Scale
A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	59% or less

## Course Policies:

### 1. Difficult Times

- From all the things that you can be, please choose to be kind. Be kind to yourself, be kind to all the people that you know. Also, please be kind to all the people that you do not know. We all are struggling.
- If you are experiencing personal difficulties (of any kind) that prevent your from adequately performing in the class, please send me an email. Timely communication is crucial for properly addressing specific challenges. So, please do not wait until there is a drop in your grade or at the end of the semester. I will try to work with you to find the best possible solution so this class is not an additional burden on you.

- If you are experiencing unexpected barriers to your success, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office ([deanofstudents.arizona.edu](mailto:deanofstudents.arizona.edu)) can be reached by phone at 520-621-2057 or by email [DOS-deanofstudents@email.arizona.edu](mailto:DOS-deanofstudents@email.arizona.edu).
- If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

## 2. COVID Related Issues

- Please keep an eye on the University of Arizona COVID-related policies. As the pandemic evolves, the University will continue to adapt its policies, which is also likely to have consequences for this class. You can find out more at <https://covid19.arizona.edu/>.
- If you are feeling COVID-related symptoms (even if they are mild) **please get tested**. We all should be responsible for our health and other people's health. So, when in doubt, please get tested before coming to class.
- If you test positive for COVID, please follow the UA protocol:
  - <https://covid19.arizona.edu/positive-case-protocol-students>.

## 3. Electronic etiquette

- Please mute your cell phones in class.
- Refraining from using distracting electronics or apps during class will help us to engage more effectively in a stimulating intellectual conversation without interruptions.
- Students are expected to behave maturely. Please demonstrate respect to yourself, your peers, and instructor by giving your full attention and participating in class.
- Students are required to use their University of Arizona email for all university-related communications.
- When sending an email, please be respectful, clear and concise. Long substantive questions are more suitable for class discussions or office hours than email exchanges.

## 4. Academic Policies

- Please consult the UA Academic Policies Website:
  - <https://academicaffairs.arizona.edu/syllabus-policies>
- This site includes information regarding:
  - Absence and class participation.
  - Threatening behavior.
  - Accessibility and Accommodations (Disability Resource Center).
  - Code of Academic Integrity.
  - Non-Discrimination and Anti- Harassment Policy.

## 5. Additional Resources for Students



- SGPP recently put together a comprehensive list of resources for students. You can find it at:

<https://sgpp.arizona.edu/student-resources>

- This site includes information regarding:
  - Important dates and deadlines.
  - General resources.
  - COVID-19 resources.
  - Undergraduate student resources.
  - Graduate student resources.
  - Financial resources.
  - Health, wellness, and safety.
  - Student organizations.
  - Cultural and specialized student resource centers.

## 6. Confidentiality of Student Records:

- Confidentiality policy of the University of Arizona:  
<https://registrar.arizona.edu/privacy-ferpa/ferpa-compliance>

## 7. Diversity and Inclusion:

- The School of Government and Public Policy (SGPP) recognizes the richness of diversity and inclusion as critical components of intellectual and civic excellence. We are committed to fostering environments in which our students, staff, faculty, community partners, and visitors can participate fully, regardless of race, ethnicity, gender identity, sexual orientation, age, socio-economic status, citizenship status, size, ability, language, religion, or any other characteristic.

We recognize that the disciplines of political science and public affairs do not yet reflect the complexity of our increasingly multicultural society, and that the substance of these disciplines is subject to polarized worldviews. Accordingly, we promote open, critical, and respectful dialogue and practices. To ensure that all members of the SGPP community thrive, we condemn expressions of discrimination and hate, and support pedagogies to explain and challenge all manifestations of unconscious bias in the classroom, on campus, and in the community.

The School has established the Committee for Diversity, Equity, and Inclusion to identify and coordinate activities to support our efforts to foster diverse and inclusive intellectual environments.

- In line with the University of Arizona's vision of diversity, this course will provide an environment of recognition, acceptance, and interaction of all the aspects that enrich diversity in our pursue of excellence.
- Participants in this course are strongly encouraged to move beyond recognizing diversity and inclusion as ideal or desirable goals, and actively engage in embracing, practicing, and promoting diversity and inclusion in the classroom and in their daily activities and relationships.
- At the beginning of the course, students will be asked about their pronouns.

## **8. Care-Giving Policy:**

- Babies, children, and seniors are welcome in class. In case of occasional minor illnesses or unforeseen disruptions in childcare, you can bring your baby or child to class. Also, if you are taking care of a senior person, feel free to bring them to class.
- Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. I ask everyone in class to be respectful and contribute to a family-friendly environment. If you prefer to breastfeed or breast pump outside of class, you may take time out of class.
- In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention, you may step outside until their need has been met. I also ask non-parenting students to reserve seats near the door for parenting classmates.
- College is hard and even more so if you are a parent or caregiver of another person. Sleep deprivation, tiredness, stress, and unforeseen circumstances are real obstacles for anyone. Feel free to share with me your student-parent-care-giver status so I can offer special accommodation if needs arise. Although I have high expectations for all students in class, I am always happy to offer support to those who need it.

## **9. Accessibility and Accommodations:**

- At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu>) to establish reasonable accommodations.

## **10. Subject to Change:**

- Information contained in the course syllabus, other than the grade distribution and UA policies, may be subject to change with advance notice as deemed appropriate by the instructor.

## Course Outline:

The course is structured according to the following sections:

1. Political and Criminal Order:
  - Political Order
  - Criminal Order
  - Prison Order
2. Policing in the U.S. part 1:
  - Measuring Illicit Markets and Crime
  - Militarization of policing
  - Protest policing
  - The End of Policing
3. Policing in the U.S. part 2:
  - Crime in the U.S.
  - Killings by and of police officers
  - LEOKA coding session
4. Drug Markets:
  - Supply and Demand of Drugs
  - Production Chain of Illicit Drugs
  - Drug Control Regime in the U.S.
5. Drug Control in Comparative Perspective:
  - Drug Control Regime in Latin America
  - Colombia
  - Mexico
  - Brazil

## Semester Plan:

To help you plan for the semester, I included here a timeline with the different topics and activities that we will cover in class.

Month	Week Day	Day	Topic	Activities	Points	Cumulative
January	W	10	Introduction - No in-person class			
January	M	15	No class - Martin Luther King Jr. day			
January	W	17	Political order	Quiz	1	1
January	M	22	Criminal order	Quiz	1	2
January	W	24	Prison order	Quiz	1	3
January	M	29	Activity - Arizona gangs	Activity	4	7
January	W	31	Measurement challenges	Quiz	1	8
February	M	5	Militarization of policing	Quiz	1	9
February	W	7	Activity	Debate	10	19
February	M	12	Protest policing	Quiz	1	20
February	W	14	Activity	Debate		20
February	M	19	The end of policing	Quiz	1	21
February	W	21	Activity	Debate		21
February	M	26	How to write an essay			21
February	W	28	Midterm exam	Midterm	25	46
March	M	4	No class - Spring break			
March	W	6	No class - Spring break			
March	M	11	LEOKA coding session	Activity	4	52
March	W	13	LEOKA coding assessment	Activity	4	56
March	M	18	Crime in the US	Quiz	1	47
March	W	20	Killings of police officers	Quiz	1	48
March	M	25	Supply and demand	Quiz	1	57
March	W	27	Production Chain	Quiz	1	58
April	M	1	Drug Control Regime in the US	Quiz	1	59
April	W	3	Drug Control in Latin America	Quiz	1	60
April	M	8	Colombia	Quiz	1	61
April	W	10	In-class activity - trivia	Trivia	4	65
April	M	15	Mexico	Quiz	1	66
April	W	17	In-class activity - trivia	Trivia	4	70
April	M	22	Brazil	Quiz	1	71
April	W	24	In-class activity - trivia	Trivia	4	75
April	M	29	Recap activity			
May	W	1	No class - Reading Day			
May	M	6	No class - Reading Day			
May	Tu	7	Final exam	Final	25	100

## Course Content:

### PART I. POLITICAL AND CRIMINAL ORDER.

- **January 10 - No Class - Introduction**

- No class due to conference travel.
- Please read the syllabus on D2L.

- **January 15 - No class - Martin Luther King Day.**

- No class.

- **January 17 - Political Order.**

- Charles Tilly. War Making and State Making as Organized Crime. In Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, editors, *Bringing the State Back In*, pages 169–191. Cambridge University Press, Cambridge, 1985.
- Mancur Olson. *Power And Prosperity: Outgrowing Communist And Capitalist Dictatorships*. Basic Books, New York, 2000, pages 1-13.

- **January 22 - Criminal Order.**

- Nicholas Barnes. Criminal Politics: An Integrated Approach to the Study of Organized Crime, Politics, and Violence. *Perspectives on Politics*, 15(4):967–987, 2017.
- Benjamin Lessing. Conceptualizing Criminal Governance. *Perspectives on Politics*, pages 1–20, 2020.

- **January 24 - Prison Order.**

- David Skarbek. Governance and Prison Gangs. *American Political Science Review*, 105(4):702–716, 2011.

- **January 29 - Activity: Arizona gangs.**

- Arizona Department of Corrections, Rehabilitation, and Re-entry (archived website):  
<https://web.archive.org/web/20220921183436/https://corrections.az.gov/public-resources/inspector-general/security-threat-groups>
- Arizona Gang Threat Assessment 2022:  
[https://www.azcjc.gov/Portals/0/Documents/pubs/11092022\\_Commission\\_Gang%20Threat%20Assessment\\_FINAL.pdf](https://www.azcjc.gov/Portals/0/Documents/pubs/11092022_Commission_Gang%20Threat%20Assessment_FINAL.pdf)

## PART II. MEASUREMENT CHALLENGES.

- **January 31 - Measurement Challenges.**

- Peter Andreas and Kelly M. Greenhill. Introduction. The Politics of Numbers. In Peter Andreas and Kelly M. Greenhill, editors, *Sex, Drugs, and Body Counts: The Politics of Numbers in Global Crime and Conflict*, chapter 1, pages 1–22. Cornell University Press, Ithaca, 2010.
- Khalil Gibran Muhammad. *The Condemnation of Blackness*. Harvard University Press, Cambridge, 2019, Preface, pp. xi-xxix.

## PART III. POLICING IN THE U.S. - Part 1

- **February 5 - Militarization of Policing.**

- Peter B. Kraska and Victor E. Kappeler. Militarizing american police: The rise and normalization of paramilitary units. *Social Problems*, 44(1):1–17, 1997.
- Christopher J. Coyne and Abigail R. Hall. *Tyranny Comes Home. The Domestic Fate of U.S. Militarism*. Stanford University Press, Palo Alto, CA, 2018, pp. 1-10, 19-42, 51-52.
- Casey Delehanty, Jack Mewhirter, Ryan Welch, and Jason Wilks. Militarization and police violence: The case of the 1033 program. *Research & Politics*, 4(2):1–7, 2017.

Additional suggested readings:

- \* Edward Lawson. TRENDS: Police Militarization and the Use of Lethal Force. *Political Research Quarterly*, 72(1):177–189, 2019.
- \* Radley Balko. *Rise of the Warrior Cop*. Public Affairs, New York, 2013.
- \* Garth den Heyer. Mayberry revisited: A review of the influence of police paramilitary units on policing. *Policing and Society*, 24(3):346–361, 2014.
- \* Victor E. Kappeler and Peter B. Kraska. Normalising police militarisation, living in denial. *Policing and Society*, 25(3):268–275, 2015.
- \* Peter B. Kraska. Militarization and policing—Its relevance to 21st century police. *Policing*, 1(4):501–513, 2007.

- **February 7 - In-Class Debate.**

- In-class activity: debate about the militarization of police.

- **February 12 - Protest Policing**

- Christian Davenport, Sarah A. Soule, and David A. Armstrong. Protesting while black? the differential policing of american activism, 1960 to 1990. *American Sociological Review*, 76(1):152–178, 2011.
  - Christian Davenport and Sarah A. Soule. Velvet Glove, Iron Fist or Even Hand? Protest Policing in the United States, 1960-1990. *Mobilization*, 14(1):1–22, 2009.
  - Jennifer Earl and Sarah A. Soule. Seeing blue: A police-centered explanation of protest policing. *Mobilization*, 11(2):145–164, 2006.
- **February 14 - In-Class Debate.**
    - In-class activity: debate about protest policing.
- **February 19 - The End of Policing.**
    - Radley Balko. *Rise of the Warrior Cop*. Public Affairs, New York, 2013, chapter 9, pp. 309-332.
    - Alex S. Vitale. *The End of Policing*. Verso, Brooklyn, 2018, chapter 1, pp. 1-30.
- **February 21 - In-Class Debate.**
    - In-class activity: debate about the end of policing.
- **February 26 - Activity: How to Write an Essay**
    - Please get familiar with the slides posted in D2L.
    - Additional suggested readings:
      - \* Lindsay Karmer, "Make Your Essay Structure Rock-Solid with These Tips", *Grammarly Blog* 2022. <https://www.grammarly.com/blog/essay-structure/>
      - \* Purdue Online Writing Lab, "In-Text Citations: The Basics", n.d. [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html)
      - \* Purdue Online Writing Lab, "In-Text Citations: Author/Authors", n.d. [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_author\\_authors.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html)
- **February 28 - MIDTERM EXAM**
    - In-class exam.
    - Bring your laptop and reading notes.
    - If for any reason your laptop does not work, please let Dr. Osorio know in advance.
- **March 4 - No Class - Spring Break**

- No class.

- **March 6 - No Class - Spring Break**

- No class.

## **PART III. POLICING IN THE U.S. - Part 2**

- **March 11 - LEOKA coding session**

- In-class activity.
- Bring your laptop.
- If for any reason your laptop does not work, please let Dr. Osorio know in advance.

- **March 13 - LEOKA coding assessment**

- In-class activity.
- Bring your laptop.
- If for any reason your laptop does not work, please let Dr. Osorio know in advance.

- **March 18 - Crime and Incarceration in the U.S.**

- Jeremy Travis, Bruce Western, and Steve Redburn. *The Growth of Incarceration in the United States. Exploring Causes and Consequences*. National Research Council of the National Academies, Washington D.C., 2014, pp. 33-69.
- Listen to the "Abortion and Crime, Revisited" podcast by Stephen Dubner: <https://freakonomics.com/podcast/abortion-and-crime-revisited/>.
  - \* Suggested reading: TBD.
  - \* Advanced reading: John J Donohue and Steven D Levitt. The Impact of Legalized Abortion on Crime. *The Quarterly Journal of Economics*, CXVI(May):379–420, 2001.
  - \* Advanced reading: John J. Donohue and Steven D. Levitt. The Impact of Legalized Abortion on Crime Over the Last Two Decades. *National Bureau of Economic Research*, 2019.

- **March 20 - Killings by and of police officers**

- Franklin Zimring. *When Police Kill*. Harvard University Press, Cambridge, MA, 2017, Chapter 3, pp. 41-73.



- Franklin Zimring. *When Police Kill*. Harvard University Press, Cambridge, MA, 2017, Chapter 6, pp. 105–117.

## PART IV. DRUG MARKETS

- **March 25 - Supply and Demand of Drugs.**

- Peter Reuter. Markets for Drugs. In Peter Reuter, editor, *Understanding the Demand for Illegal Drugs*, chapter 2, pages 17–36. National Academies Press, Washington, D.C., 2010.
- Robert T. Burrus, William H. Sackley, and David L. Sollars. Illicit Drugs and Economics: Examples for the Principles Classroom. *Journal of Economics and Finance*, 6(2):75–86, 2007.

- **March 27 - Production Chain of Illicit Drugs.**

- Peter Reuter. Can Production and Trafficking of Illicit Drugs Be Reduced or Only Shifted? In Phillip Keefer and Norman Loayza, editors, *Innocent Bystanders. Developing Countries and the War on Drugs*, chapter 3, pages 95–133. The World Bank, Washington, D.C., 2010.

- **April 1 - Drug Control in the U.S.**

- Peter Andreas. Introduction. A Nation of Smugglers. In *Smuggler Nation. How Illicit Trade Made America*, chapter 1, pages 1–10. Oxford University Press, New York, 2013.
- Peter Andreas. America’s Century-Long Drug War. In *Smuggler Nation: How Illicit Trade Made America*, chapter 14, pages 253–290. Oxford University Press, New York, 2013.

## PART V. DRUG CONTROL IN COMPARATIVE PERSPECTIVE.

- **April 3 - Drug Control in Latin America and Politics of enforcement.**

- Paul Gootenberg. Cocaine’s Blowback North : A Pre-History of Mexican Drug Violence. *LASA Forum*, 42(2):7–10, 2011
- Richard Snyder and Angelica Duran-Martinez. Does illegality breed violence? Drug trafficking and state-sponsored protection rackets. *Crime, Law, and Social Change*, 52:253–273, 2009.

- **April 8 - Colombia.**

- Rodrigo Uprimny and Diana Esther Guzman. Seeking Alternatives to Repression: Drug Policies and the Rule of Law in Colombia. In Beatriz Ciauby Labate, Clancy Cavnar, and Thiago Rodrigues, editors, *Drug Policies and the Politics of Drugs in the Americas*, pages 87–103. Springer, New York, 2016.
- Winifred Tate. *Drugs, Thugs, and Diplomats: U.S. Policymaking in Colombia*. Stanford University Press, Stanford, CA, 2015. chapter 1, pp. 29-55.

- **April 10 - In-Class Activity.**

- In-class activity: Trivia on Colombia.

- **April 15 - Mexico.**

- Alan Knight. Narco-Violence and the State in Modern Mexico. In Wil G Pansters, editor, *Violence, Coercion, and State-Making in Twentieth-Century Mexico: The Other Half of the Centaur*, pages 115–134. Stanford University Press, Stanford, CA, 2012.
- Marcos Pablo Moloeznik. Organized crime, the militarization of public security, and the debate on the "new" police model in Mexico. *Trends in Organized Crime*, 16(2):177–194, 2013.

- **April 17 - In-Class Activity.**

- In-class activity: Trivia on Mexico.

- **April 22 - Brazil.**

- Luis Bitencourt. Crime and Violence: Challenges to Democracy in Brazil. In Joseph S. Tulchin and Meg Ruthenburg, editors, *Citizenship in Latin America*, pages 171–186. Lynne Rienner, Boulder, CO, 2007.
- Michael Jerome Wolff. Building Criminal Authority: A Comparative Analysis of Drug Gangs in Rio de Janeiro and Recife. *Latin American Politics and Society*, 57(2):21–40, 2015.

- **April 24 - In-Class Activity.**

- In-class activity: Trivia on Brazil.

- **April 29 - Recap activity.**

- To be defined collectively.

- **May 1 - No class - reading day.**

- No class.

- **May 6 - No class - reading day.**

- No class.

- **TUESDAY May 7 - FINAL EXAM.**

- In-class exam.
- 3:30pm - 5:30pm.
- Bring your laptop and reading notes.
- If for any reason your laptop does not work, please let Dr. Osorio know in advance.
- We will be following the UA exams schedule. Please check with your other professors to make sure their finals do not conflict with our schedule.