

Course Outline

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<b>COURSE:</b>	<b>LAWS 4303A – Drugs, The User and The State</b>
<b>TERM:</b>	<b>Fall 2017</b>
<b>PREREQUISITES:</b>	<b>Fourth Year Honours standing and one of LAWS 2301 LAWS 2302</b>
<b>CLASS:</b>	<b>Day &amp; Time: Thursday, 8:35am – 11:25pm</b> <b>Room: Please check with Carleton Central for current room location</b>
<b>INSTRUCTOR: (CONTRACT)</b>	<b>Kourosh Farrokhzad-Naraghi</b>
<b>CONTACT:</b>	<b>Office: B442 Loeb Building</b> <b>Office Hrs: Thursdays 12:00pm to 2:00pm</b> <b>Telephone: 613-809-7871 (Cell)</b> <b>Email: KouroshFarrokhzadNaraghi@cunet.carleton.ca</b>

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**Academic Accommodations:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://carleton.ca/equity/>

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are

made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/>

### **Plagiarism**

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence.

More information on the University's **Academic Integrity Policy** can be found at: <http://carleton.ca/studentaffairs/academic-integrity/>

**Student Services:** The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4<sup>th</sup> floor of MacOdrum Library or online at [carleton.ca/csas](http://carleton.ca/csas)

### **Department Policy**

The Department of Law and Legal Studies operates in association with certain policies and procedures.

Please review these documents to ensure that your practices meet our Department's expectations.

<http://carleton.ca/law/current-students/>

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## **COURSE DESCRIPTION**

A single mother below the poverty line is incarcerated for possession of cocaine for the purpose of trafficking. A student, as part of a marijuana compassion club, is charged for illegal possession of a controlled substance. A black man driving an SUV is stopped by Ontario Provincial Police on the suspicion that he is a drug dealer simply because he is driving an expensive car. Record profits are reaped by a pharmaceutical company from marketing a controversial psychotropic drug. Canada is engaged in a war to restore law

and order in Afghanistan and yet the flow of the illegal opium trade internationally has reached levels far exceeding that under the Taliban regime. After nearly a century of prohibition, Prime Minister Justin Trudeau is making headlines on the Canadian Government's effort to legalize marijuana from coast to coast to coast. What do these occurrences have in common?

In this course we attempt to make sense of the Canadian state's historical and contemporary efforts to control drugs and drug users by exploring different aspects of drug control through ideological and institutional state apparatuses. The purpose of this course is to encourage students to think critically about both Canadian and International experiences in drug control. We explore different forms of drug control, looking at the role of both criminal and administrative law in attempts to regulate substances. Students will be encouraged to challenge common discourses around drugs by thinking through developments in drug control from social, cultural, legal, political, economic and international standpoints.

### **REQUIRED TEXTS**

Most required reading material has been compiled in a coursepack which is sold through Octopus Books, located at 116 Third Ave in The Glebe. The coursepack will include all required readings. All other required readings as indicated in the outline will be made available on cuLearn prior to the start of classes.

### **SUPPLEMENTARY TEXTS**

All other further readings indicated in this outline are not required nor mandatory for evaluation purposes. However, these readings will be made available either through cuLearn (subject to copyright limitations) or through online library sources (for example, the JSTOR Database). There may also be other newspaper articles, links to multimedia materials and other sources of information appended to the course outline on cuLearn. These materials are added for general interest or, for example, as "starting points" for paper topics. You are not required to read or view any supplementary materials.

### **EVALUATION**

**(All components must be completed in order to get a passing grade)**

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

**Evaluation Scheme:**

Class Participation	20% (expected every class)
In-Class Facilitation	10% (date to be assigned in class)
Outline for Term Paper	10% (due: <b>October 13, 2017</b> )
Term Paper	60% (due: <b>December 8, 2017</b> )

**Explanation of Evaluation Methodology:****Class Participation****Value: 20%**

This course is founded upon participation. The more you participate, the more marks you will likely get. Fundamentally, While I do not \*police\* class participation, you are expected to participate in class discussions each week- showing up will only partially count towards the participation requirement. Higher participation and meaningful interventions by all students in in-class discussions and presentations will also increase the level of discussion and its relevance to participants. Students are encouraged to ground their comments in a critical approach to the readings. Personal and political opinions are relevant in this course, but such opinion must engage with the specific themes of the course being explored. There is no “right” view of the course material, but whatever approach students take must be justified.

**In-Class Facilitation****Value: 10%**

Throughout the term, students will lead and facilitate discussion based on the course readings. Each week, the class will begin with the facilitations and conclude with class discussion/analysis of material. Facilitations may be done independently or in groups. A facilitation is not a simple presentation – it consists of students guiding and engaging in discussion *with* the class. Avoid PowerPoint presentations and prepared lectures or reading from notes. The facilitator’s job is not to present the readings, which all of the students are expected to have already done. Instead, the facilitators are expected to engage and guide students in meaningful discussion by presenting thought-provoking questions based on issues and themes raised in the materials. The expectation for students is that they are to engage critically and meaningfully with their peers and the readings based on topics presented each week.

While participation of all students will be assessed throughout the term, the facilitators will be evaluated on the basis of their questions, quality of discussion and analysis

during their chosen facilitation day. In addition to the assigned readings, the facilitators are encouraged (but not required) to introduce one external reading of their choice into the discussion.

**Outline for Term Paper: Value: 10% (due Oct. 13, 2017 at 11:55pm via cuLearn)**

To make sure that students develop a considered and coherent strategy for their term papers, they will submit a two to five page abstract including a bibliographical list of ten sources. The abstract should contain a clear thesis statement and one or several paragraphs describing the topic and approach to be taken, followed by a skeleton or point form outline of the essay. The bibliography need not be annotated; however, points will be deducted where at least ten sources are not cited and/or it appears that the sources cited are not specifically related to the topic in question or would not otherwise advance the agenda of research.

**Term Paper: Value: 60% (due December 8, 2017 at 11:55pm via cuLearn)**

You are to submit a 15 to 20 page term paper or research project that demonstrates your analysis of the course content and its themes. While I had previously provided a list of topics for the term paper previously, this is no longer the case. Topics are completely open, which means that you are free to write on any issue or subject-matter as long as it relates to the core themes of this course, with a minimum of fifteen bibliographic sources. I would encourage each student to speak with me about her or his selected topic before beginning the outline as all topics must be finalized by the instructor at this stage.

**SCHEDULE**

**WEEK 1: September 7, 2017 - INTRODUCTION**

The introductory seminar will address the rationale and history of having a regulatory framework of drugs in Canada. What constitutes a drug? Why are certain substances regulated in Canada?

**Readings:**

Althusser, Louis, "Ideology and Ideological State Apparatuses: Notes Towards an Investigation" in *Lenin and Philosophy* (London: New Left Books, 1971), pp. 127-186.

Mitchell, C.N. *The Drug Solution: Regulating Drugs According to Principles of Efficiency, Justice and Democracy*. (Ottawa: Carleton University Press, 1990), pp 5 - 31.

**Further Readings:**

Global Commission on Drug Policy, *War On Drugs: Report Of The Global Commission on Drug Policy*, (Geneva: Global Commission on Drug Policy, June 2011) online at [http://www.globalcommissionondrugs.org/wp-content/uploads/2012/03/GCDP\\_WaronDrugs\\_EN.pdf](http://www.globalcommissionondrugs.org/wp-content/uploads/2012/03/GCDP_WaronDrugs_EN.pdf) and cuLearn.

Riley, Diane. "Drugs and Drug Policy in Canada: A Brief Review and Commentary" (Ottawa: Canadian Foundation for Drug Policy, 1998) online at <http://www.cfdp.ca/sen1841.htm> and <https://sencanada.ca/content/sen/Committee/371/ille/library/riley-e.pdf> and cuLearn.

*Controlled Drugs and Substances Act*, SC 1996, C. 16

**PART ONE: STATE APPARATUS AND THE EXCLUSION OF "DIFFERENCE"****WEEK 2: September 14, 2017 – ILLEGAL SUBSTANCES AND PROHIBITION OF RACE: A BRIEF HISTORY OF DRUGS IN CANADA**

The current systems of regulating drugs in Canada find their origins in social, economic and political conditions, which have variously defined the nature of what constitutes a drug, the public need for drug regulation and the permissible scope of drug usage. This seminar will explore the history of drug regulation and its relationship to treatment of Canada's First Nations and diverse ethnic and cultural immigrant communities.

**Readings:**

Giffen, P.J. et al. (1991). *Panic and Indifference: The Politics of Canada's Drug Laws: a study in the sociology of law*. (Ottawa: Canadian Centre on Substance Abuse, 1991), pp. 47-101.

Carstairs, Catherine. (1999). "Deporting 'Ah Sin' to Save the White Race: Moral Panic, Racialization and the Extension of Canadian Drug Laws in the 1920s." in *Canadian Bulletin of Medical History*, 16(1) pp.65-88.

Mawani, R., "Mixed-Race Identity, Liquor and the Law in British Columbia, 1850-1913" in *Race, Space and the Law: Unmapping a White Settler Society*, S. Razack ed. (Toronto: Between the Lines, 2002) pp. 47-62.

**Further Reading:**

Greyson, Kyle. "Chasing Dragons: Security, Identity, and Illicit Drugs in Canada" (Toronto, University of Toronto Press, 2008), pp. 3-32 and 95-123.

Murphy, Emily F., *The Black Candle* (Toronto: T. Allen, 1922) online at <https://ia801607.us.archive.org/20/items/TheBlackCandle/MurphyBlackCandletoronto1922.pdf> and cuLearn.

**WEEK 3: September 21, 2017 - THE WAR ON DRUGS**

The War on Drugs in Canada has institutionalized an essentialist state view of a prohibition only strategy towards drug control. What does this approach mean for the poorest and most chronically affected drug users in Canada? Is Canada's war on drugs a product of American hegemony? Who are the direct or implicit targets of the War on Drugs? Who benefits from this so called "war"?

**Readings:**

Cutcliffe, John R. and Saadeh, Belal (2012). "Grounded in evidence or a puritanical legacy: a critique of twenty-first century US drug Policy." in *Mental Health and Substance Use* 7(3) pp. 195-206.

Jensen, Eric et al. (2004). "Social Consequences of the War on Drugs: The Legacy of a Failed Policy." in *Criminal Justice Policy Review* 15(1) pp. 100-121.

Jensen, Eric & Jurg Gerber. (1993). "State Efforts to Construct a Social Problem: The 1986 War on Drugs in Canada." In *The Canadian Journal of Sociology* 18(4) pp. 453-462.

Moore, Dawn & Kevin Haggerty. (2001). "Bring it on Home: The Relocation of the War on Drugs." in *Social & Legal Studies* 10(3) pp. 377-395.

**Further Readings:**

Boyd, Graham. "The Drug War Is The New Jim Crow" in *NACLA Report on the Americas*, July/August 2001. (Available on cuLearn and <https://www.aclu.org/other/drug-war-new-jim-crow> )

Cardoso, Fernando Henrique. "The War on Drugs has failed. Now we need a more humane strategy". *The Guardian*. 6 September 2009. Online at <https://www.theguardian.com/commentisfree/2009/sep/06/cardoso-war-on-drugs> and cuLearn.

Kastrenakes, Jacob. "Nobel Prize economists call for end to war on drugs." *The Verge*. 7 May 2014. Online at <https://www.theverge.com/2014/5/7/5690428/nobel-prize-winning-economists-call-for-end-to-war-on-drugs> and cuLearn.

Mitchell, Ojmarrh (2009). "Ineffectiveness, Financial Waste and Unfairness: The Legacy of the War on Drugs" in *Journal of Crime & Justice* 32(2) pp. 1-19.

#### **WEEK 4: September 28, 2017 – POLICING AND DRUGS**

Is there a systemic bias in policing which targets certain racial and/or socio-economic groups in the investigation of drug crimes? How are the public policy objectives of policing determined and for whose benefit? Are current methods of policing effective in reaching their objectives?

#### **Readings:**

*R v. Curry* 2005 CanLII 32191 (ON C.A.)

*R v. Khan* (2004) 189 CCC (3d) 49 (Ont. SCJ) **(cuLearn)**

Thomsen, Frej Klem (2011). "The Art of the Unseen: Three Challenges for Racial Profiling" in *Journal of Ethics* 15(1 / 2) pp. 89-117.

Stoud, Matt. "The Minority Report: Chicago's new police computer predicts crimes, but is it racist? Chicago police say its computers can tell who will be a violent criminal, but critics say it's nothing more than racial profiling." *The Verge*. 19 February 2014. Online at <https://www.theverge.com/2014/2/19/5419854/the-minority-report-this-computer-predicts-crime-but-is-it-racist> and cuLearn.

Chammah, Maurice and Hanson Mark. "Policing The Future: In the aftermath of Ferguson, St. Louis cops embrace crime-predicting software." *The Verge*. 6 February 2014. Online at <https://www.theverge.com/2016/2/3/10895804/st-louis-police-hunchlab-predictive-policing-marshall-project> and cuLearn.



**Further Readings:**

Lichtenburg, Illya. (2006). "Driving While Black (DWB): Examining Race as a Tool in the War on Drugs" in *Police Practice and Research* 7(1) at pp. 49-60.

Stokes, Larry D. (2007). "Legislative and Court Decisions That Promulgated Racial Profiling: A Sociohistorical Perspective" in *Journal of Contemporary Criminal Justice* 23(3) at pp. 263-275.

**WEEK 5: October 5, 2017 – INTERNATIONAL DRUG CONTROL**

We examine the role of international conventions with respect to drug control and how these obligations translate into domestic and foreign policy. The case studies of Columbia and Afghanistan will be specifically considered.

**Readings:**

Boyd, Susan, "U.S. International Policy and the War in Columbia" in *From Witches to Crack Moms: Women, Drug Law and Policy*. (Durham: Carolina Academic Press, 2004) pages 267-304.

Ekici, Behsat (2016). "Why Does The International Drug Control System Fail?" in *All Azimuth* 5(2) pp. 63-90.

Mercille, Julien. (2011). "The U.S. 'War on Drugs' in Afghanistan: Reality or Pretext?" in *Critical Asian Studies* 43(2) pp. 285-309.

Valleriani, Jenna and MacPherson, Donald. "Why Canada is no longer a leader in global drug policy." *Globe and Mail*. 27 February 2015. Online at <https://www.theglobeandmail.com/opinion/why-canada-is-no-longer-a-leader-in-global-drug-policy/article23225460/> and cuLearn.

**Further Readings:**

Fazey, Cindy. (2003). "The Commission on Narcotic Drugs and the United Nations International Drug Control Programme: Politics, Policies and Prospect for Change." in *The International Journal of Drug Policy* 14(2) pp. 155-169.

Scott, Peter Dale. (2011). "Obama and Afghanistan: America's Corrupted Drug War." in *Critical Asian Studies* 43(1) pp. 111-138.

*Single Convention on Narcotic Drugs, 1961 (Single Convention, 1961)*

*The Convention on Psychotropic Substances of 1971*

*The Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances, 1988 (Vienna Convention)*

## **WEEK 6: October 12, 2017 – THE REGULATION OF PHARMACEUTICALS, THE DRUG CORPORATION AND HUMAN HEALTH**

**(Outline due October 13, 2017)**

What determines whether a drug will be regulated as a pharmaceutical? What role do pharmaceutical corporations play in controlling the supply and demand for pharmaceutical drugs? Can government institutions prove to be reliable and effective regulators of drugs?

**Film Excerpt: *The Corporation* (2003), Directed by Mark Achbar, Jennifer Abbott**

### **Reading:**

Critser, Greg. The End of the Great Buffer (Chapter Four), *Generation RX: How Prescription Drugs are Altering American Lives, Minds and Bodies* (Boston: Houghton Mifflin Books, 2005).

Clarke, Juanne N., "The Medical-Industrial Complex" (Chapter 16) in *Health, Illness and Medicine in Canada* (4<sup>th</sup> ed.) (Toronto: Oxford University Press, 2004) pages 370-397.

Lewis, Bradley E. (2003) "Prozac and the Post-human Politics of Cyborgs." in *Journal of Medical Humanities* 24 (1 / 2) pp. 49-63.

### **Further Readings:**

S. Uretzky, "In Defense of Pharmaceutical Companies?" Medhunters.com March 2005.

Guidelines on the Ethics of Relationships between Pharmaceutical Manufacturers and Pharmacists. Canadian Pharmacists Association, 2001.

**PART TWO: DRUG POLICY AND MORAL REGULATION****WEEK 7: October 19, 2017 – HARM REDUCTION**

Is harm reduction a desirable and feasible approach to the issue of drug use in Canadian society? This seminar will focus upon the challenges and successes of harm reduction in different contexts looking at the pilot project of the Safe Injection Facility (SIF) known as InSite in Vancouver's Downtown East Side as well as the Safe Inhalation Project (also referred to as the "Crack Pipe" program) in Ottawa. Guest speakers will present views on the social, political and ideological controversies surrounding these harm reduction initiatives.

**Readings:**

Canada (Attorney General) v. PHS Community Services Society, 2011 SCC 44. (Available on cuLearn)

Greenfield, Victoria and Paoli, Letizia (2012). "If Supply-oriented drug policy is broken, can harm reduction help fix it? Melding disciplines and methods to advance international drug control policy" in *International Journal of Drug Policy* 23(1) pp 6 - 15.

Fafard, Patrick. (2012). "Public Health Understandings of Policy and Power: Lessons from Insite." in *Journal of Urban Health: Bulletin of the New York Academy of Medicine* 89(6) pp. 905-912.

Hyshka, Elaine et. al. (2010) "Prospects for Scaling Up Supervised Safe-Injection Facilities in Canada: The Role of Evidence in Legal and Political Decision-Making." in *Addiction Policy Case Studies* 108(3) pp. 468-476.

**Further Reading:**

Hathaway, Andrew D. and Tousaw, Kirk I. (2008). "Harm Reduction Headway and Continuing Resistance: Insights from Safe Injection in the City of Vancouver." in *The International Journal of Drug Policy* 19(1) pp. 11-16

Duffy, Andrew. (2017). "Majority of Ottawa residents in favour of safe injection site: poll." *Ottawa Sun*. 18 January 2017. Online at <http://www.ottawasun.com/2017/01/18/majority-of-ottawa-residents-in-favour-of-safe-injection-site-poll> and cuLearn.

**October 23-27, 2017: FALL BREAK, NO CLASSES****WEEK 8: November 2, 2017 – DRUG USERS**

What are the social, economic and personal factors, which influence drug use in society? What is the explanation for the moral panic that surrounds dominant ideas about drug use and drug users? How are these moral attitudes reflected in drug policy and how are these views reconciled with the science of dependency and addiction?

**Readings:**

Logan, Enid. (1999). "The Wrong Race, Committing Crime, Doing Drugs and Maladjusted for Motherhood: The Nation's Fury Over Crack Babies." in *Social Justice*, 26(1) pp. 115-139

Netherland, Julie and Hansen, Helena. (2017). "White opioids: Pharmaceutical race and the war on drugs that wasn't" in *Biosocieties* 2017, 12(2) pp. 217-238.

Reynolds, MaryLee. (2008). "The War on Drugs, Prison-Building and Globalization: Catalysts for the Global Incarceration of Women." in *NWSA Journal* 20(2) pp. 72-95.

Smith, Earl and Hattery, Angela J. (2010). "African American Men and the Prison Industrial Complex" in *Western Journal of Black Studies* 34(4) pp. 387-398.

**Further Reading:**

Bourgeois, Phillippe. (2003). "Crack and the Political Economy of Social Suffering." in *Addiction and Research Theory* 11(1) pp. 31-37.

Cummings, Andre Douglas Pond. (2012). "All Eyez On Me: America's War on Drugs and the Prison-Industrial Complex." in *The Journal of Gender, Race & Justice* 15 (2 / 3) pp. 417-448.

Radosh, Polly F. (2008). "War on Drugs: Gender and Race Inequities in Crime Control Strategies." in *Criminal Justice Studies* 21(2) pp. 168-178.

**WEEK 9: November 9, 2017 - DISABILITY AND THE NORMATIVE USE OF PRESCRIPTION DRUGS**

People take drugs for different reasons. The manner of dispensation of drugs has a direct bearing upon the perceived legitimacy of drug use in society. Can the use of illicit drugs be morally justified for the treatment of disability? What are the limits of moral justification? Are the public policy reasons, which define the regulatory control of prescription drugs and exceptional use of controlled substances responsive to the needs of disabled persons?

**Reading:**

Chaplin, Eddie et al. (2011). "Recreational Substance Use Patterns and Co-Morbid Psychopathology in Adults with Intellectual Disability" in *Research in Developmental Disabilities* 32(2011) pp. 2981-2986.

Clarke, Juane N., "Medicalization: The Medical-Moral Mix" in *Health, Illness and Medicine in Canada* (4<sup>th</sup> ed.) (Toronto: Oxford University Press, 2004) pages 220-238.

Gardner, Paula. (2003) "Distorted Packaging: Marketing Depression as Illness, Drugs as Cure." in *Journal of Medical Humanities* 24(1 / 2) pp. 105-130.

Moore, Dennies and Li, Li. (2001). "Disability and Illicit Drug Use: An Application of Labeling Theory." 22(1) pp. 1-21.

**PART THREE: CRIMINALIZATION AS A TOOL OF NORMALIZING BEHAVIOUR****WEEK 10: November 16, 2017 – DRUGS AND CRIME**

Is there a positive and necessary correlation between the use of drugs and crime? Does drug use make users violent? Is prohibition the safest and most effective method of reducing crime? How does the state react to drug crimes?

**Readings:**

Grant, Judith. (2009). "A Profile of Substance Abuse, Gender, Crime and Drug Policy in the United States and Canada" in *Journal of Offender Rehabilitation*, 48(8) pp. 654-668.

Martin, Susan et al (2004). "Trends in Alcohol Use, Cocaine Use and Crime." in *Journal of Drug Issues* 34(2) pp. 333-359.

Bennett, Trevor and Holloway, Katy, "The Nature of the Solution" in *Understanding Drugs, Alcohol and Crime*. (Berkshire: Open University Press, 2005) pages 147-158

**Further Reading:**

Robinson, Matthew and Scherlen, Renee. *Lies, Damned Lies and Drug War Statistics: A Critical Analysis of Claims Made by the Office of National Drug Control Policy*. (New York: State University of New York Press, 2007). Chapters 1 and 8.

**WEEK 11: November 23, 2017 – SENTENCING IN DRUG OFFENCES AND DRUG TREATMENT COURTS**

When a person accused of a drug crime is convicted, he or she is then subjected to a judicial sentence. What factors determine the gravity of this sentence? Are the dynamics of sentencing principles consistent with the social, economic and political realities of drug use in Canada? Should sentencing principles be reassessed?

**Readings:**

Fisher, Benedikt et al. (2002). "Compulsory Drug Treatment in Canada: Historical Origins and Recent Developments." in *European Addiction Research* 2002(8) pp. 61-68.

Chiodo, Anida. (2002). "Sentencing Drug-Addicted Offenders and the Toronto Drug Treatment Court." in *Criminal Law Quarterly* 45(1/2) pp. 53-100.

Moore, Dawn. (2009) "The Drug Treatment Court Movement." in *Perspectives From North America, Centre for Crime and Justice Studies* 75 (March 2009) pp 30 – 31.

Moore, Dawn (2011). "Spatio-Therapeutics: Drug Treatment Courts and Urban Space" in *Social and Legal Studies* 20(2) pp. 157-172.

**WEEK 12: November 30, 2017 – DECRIMINALIZATION AND PROPOSED LEGALIZATION OF MARIJUANA**

Two hundred years ago, the production of cannabis sativa was encouraged in North America and promoted as a rotational crop. With the advent of Mexican immigration to the United States in the 1920s, attitudes towards marijuana changed throughout North America and its use and possession became criminalized. Is the criminalization of marijuana historically justifiable? Have current laws prohibiting marijuana in Canada

been effective in protecting society from harm? Was the regulatory exception for use of marijuana for medicinal purposes a sufficient response? Is the Government of Canada correct in law and policy as it prepares to legalize marijuana in the summer of 2018?

**Readings:**

*R. v. Parker* 2000 O.J. 2787 (C.A.). (Available on cuLearn)

*R. v. Mernagh*, 2011 ONSC 212 (CanLII). (Available on cuLearn)

*R. v. Allard*, 2016 FC 236. (Available on cuLearn)

Task Force on Cannabis Legalization and Regulation, *A Framework for the Legalization and Regulation of Cannabis in Canada* (Final Report) (Ottawa: Government of Canada, 2016). (Available on cuLearn)

**Further Reading:**

*R. v. Clay* [2003] 3 SCR 735. (Available on cuLearn)

Husak, Douglas. *Legalize This! The Case For Decriminalizing Drugs*. (New York: Verso, 2002) pages 125-151.

Liberal Party of Canada (BC) Standing Policy Committee. (2013). "Legalization of Marijuana: Answering Questions and Developing A Framework." Draft, January 2013. (Available on cuLearn)

Kirkup, Kristy, "Ottawa urged to withdraw from UN drug treaties ahead of pot legalization", *The Globe and Mail* (2 June 2017), online at <https://www.theglobeandmail.com/news/national/ottawa-urged-to-withdraw-from-un-drug-treaties-ahead-of-pot-legalization/article35185924/> and cuLearn.

**WEEK 13: December 7, 2017\_– PAPER REVIEW CLASS – Attendance is Optional**

**(Final paper due last day of classes: December 8, 2017)**