

Fall 2015  
Thursday, 2:30-5:30 pm  
SBS N103 (or N320, LA Seminar Rm)  
Stony Brook University

Prof. P. Gootenberg  
SBS N319  
[paul.gootenberg@stonybrook.edu](mailto:paul.gootenberg@stonybrook.edu)  
Office Hours: T, Th., 1-2:30pm

## HISTORY 421: Drugs in History (Undergraduate Colloquium in Latin American History)

DRUGS—licit or illicit—are not just today’s contested and convoluted of global social problems. In fact, mind-altering drugs have long played a pivotal role in human societies: in connecting peoples and world political economies and in defining the frontiers of medicine, law, culture, and consciousness. They are also becoming now the subject of fascinating historical research and writing. This advanced undergraduate seminar helps bring dispassionate historical and global perspectives to the study of psychoactive goods.

OUR SEMINAR unfolds in three phases. In the first part (Weeks 1-5) we quickly explore in depth different historical approaches and definitions of drugs, using the context of early modern European and colonial histories. These approaches will guide us throughout the seminar. In the second part (Weeks 6-12), we look at histories of particular premodern and modern drugs (such as yage and tequila) and then turn to an intensive look at one set of drugs which deeply affected the 20th-century history of the Americas: coca leaf and cocaine. The final section (Weeks 12-15) will focus on topical drugs that marked the 1960s and beyond, such as LSD, Mexican marijuana, and the drug war with/in Mexico.

**Warning:** Drugs are a serious topic to this professor and should not be taken as an excuse for intellectual laziness, subjective wanderings, or political speculation on their future as licit/illicit goods. This is definitely NOT a ‘stoner’ or advocational course: indeed, with its workload, you will be too busy to engage in most frivolities.

**Requirements:** This is a reading and discussion intensive seminar, with a number of rigorous writing requirements (most students are assumed to have already taken the History Writing Workshop, HIS301). There are no exams or tests. Readings are often lengthy and detailed but always fascinating. In short, you will need to be highly disciplined about your reading assignments and will need to throw yourself, without timidity, into seminar-style oral participation.

So, Requirements include:

- 1) Strict attendance and participation (including brief oral reports) (20%).
- 2) A collective class analytical essay (8 pages) about the textual approaches to drug, due Week 6 (30%).
- 3) Two additional critical book reviews (5-6 pages) about books from our class reading list, due on or before Weeks 11 and 15 (20% each).

**Note:** Our class schedule remains flexible. Please let me know if you need an area specialization credit for the class or if you plan to use any papers (s) for your History writing requirement. Blackboard is not in use with this class. However, please take advantage of Professors office hours (SBS N319; T, Th, 1-2:30) and email ([paul.gootenberg@stonybrook.edu](mailto:paul.gootenberg@stonybrook.edu)) for *any* problems (such as absences or late papers) or special enthusiasm with the material.

**Books:** Books are available for purchase at the SBU University Bookstore but are likely far cheaper on Amazon and other such sites, or as electronic versions. Purchase of books for a reading-intensive course is recommended. They are not on reserve at SBU Melville Library (3rd Floor), but in dire cases, professor can lend some copies.

**REQUIRED: (10)**

Wolfgang Schivelbusch, Tastes of Paradise: A Social History of Spices, Stimulants, Intoxicants (Vintage Books)

David Courtwright, Forces of Habit: Drugs and the Making of the Modern World (Harvard UP, 2002)

F. Bruce Lamb, Wizard of the Upper Amazon: The Story of Manuel Córdova-Ríos (N. Atlantic Books, 1993)

Allen Ginsburg, William S. Burroughs, The Yaje Papers: Redux (City Lights, 2005)

Ana Valenzuela-Zapata, G. Nabhan Tequila! A Natural and Cultural History (Univ. of Arizona, 2004)

Paul Gootenberg, Andean Cocaine: The Making of a Global Drug (UNC Press, 2008)

Elmer Barlow, Citizen Coke: The Making of Coca-Cola Capitalism (Norton, 2014)

Philippe Bourgois, In Search of Respect: Selling Crack in El Barrio (Cambridge Univ. Pr., 1996)

Jay Stevens, Storming Heaven: LSD and the American Dream (Perennial)

Isaac Campos Home Grown: Marijuana and the Origins of Mexico's War on Drugs (Univ. of North Carolina Press, 2012)

Carmen Boulloso, Mike Wallace, A Narco History: How the U.S. and Mexico Jointly Created the Mexican Drug War (OR Books, 2015)

**RECOMMENDED:**

Martin Targoff, Can't Find My Way Home: America in the Great Stoned Age, 1945-2000 (Simon & Schuster, 2005)

## CLASS SCHEDULE (Tentative)

WEEK 1 8/27 Introductions/Class Organization

WEEK 2 9/3 Approaches to Early Drug History I  
Reading/Discussion: Schivelbusch, Tastes of Paradise: A Social History of Spices, Stimulants and Intoxicants, chs. 1-4

WEEK 3 9/10 Approaches to Early Drug History II  
Reading/Discussion: Schivelbusch (rest)

WEEK 4 9/17 Approaches to Early Drug History III  
Reading/Discussion: Courtwright, Forces of Habit: Drugs and the Making of the Modern World, chs 1-4

WEEK 5 9/24 Reading/Discussion : Courtwright, Forces of Habit (rest)

(YK—class postponed?)

### CLASS ANALYTICAL PAPER TOPIC GIVEN (Schivelbusch-Courtwright)

WEEK 6 10/1 Shamanistic Drugs  
Reading/Discussion: Lamb, Wizard of the Upper Amazon: The Story of Manuel Córdova-Ríos; Ginsburg & Burroughs, The Yaje Papers

### ANALYTICAL PAPER DUE

WEEK 7 10/8 Alcoholic Drugs  
Reading/Discussion: Valenzuela-Zapata, Nabhan, Tequila! : A Natural and Cultural History

WEEK 8 10/15 Legal Cocaine  
Reading/Discussion: Gootenberg, Andean Cocaine: The Making of a Global Drug, Intro, chs.1-4

WEEK 9 10/22 Illicit Cocaine  
Reading/Discussion: Gootenberg, Andean Cocaine, rest

WEEK 10 1/29 Licit Coke  
Reading/Discussion: Barlow, Citizen Coke: The Making of Coca-Cola Capitalism

WEEK 11 11/5 Crack Cocaine  
Reading/Discussion: Bourgois, In Search of Respect: Selling Crack in El Barrio

**FIRST BOOK REVIEW DUE**

WEEK 12 11/12 Modern Drug Cultures: LSD  
Reading/Discussion: Stevens, Storming Heaven: LSD and the American Dream

Recommended: Targoff, Can't Find My Way Home: America in the Great Stoned Age, 1945-2000

WEEK 13 11/19 Marijuana Origins  
Reading/Discussion: Campos, Home Grown: Marijuana and the Origins of Mexico's War on Drugs

WEEK 14 (Thursday, 26th, Thanksgiving break)

WEEK 15 12/3 Drug Wars: The U.S. & Mexico  
Reading/Discussion: Bulloso & Wallace, A Narco History: How the U.S. and Mexico Jointly Created the Mexican Drug War

Or, Drug Film Festival, Class Party?

**SECOND BOOK REVIEW DUE**

## ADDITIONAL CLASS STATEMENTS (2012)

### 1. Disability Support Services:

*If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to <http://www.ehs.sunysb.edu/> and search Fire Safety and Evacuation and Disabilities. more info at: <http://studentaffairs.stonybrook.edu/dss/syllabus>*

### 2. Statement on Academic Integrity:

From [http://www.stonybrook.edu/commcms/academic\\_integrity/syllstate.html](http://www.stonybrook.edu/commcms/academic_integrity/syllstate.html)

*Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at [www.stonybrook.edu/academicintegrity](http://www.stonybrook.edu/academicintegrity).*

---

### 3. Responsibility to report behavior that interrupts the learning process:

*I.e., the instructor's ability to perform his/her duties, or compromises the safety of other students. The University at Stony Brook expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty is required to report disruptive behavior that interrupts faculty's ability to teach, the safety of the learning environment, and/or students' ability to learn to Judicial Affairs.*

**MID-TERM COLLECTIVE ESSAY**  
**Schivelbusch--vs--Norton**

**Assignment:** Take the following topic and produce over the next two weeks a clear, compelling, and cohesive essay on the theme sketched out below. It should be about 8 pages (or 10-11 super polished pages if you are submitting it for the History Writing Requirement). You must demonstrate a serious engagement with the texts and central ideas in our seminar. Be sure to work up to a well-written and well-proofed paper. Essay counts for 30% of the course grade. It is due in class on **October 16th**, no late papers. Good luck!

**Theme:** How ‘drug’ substances got accepted into (or shut out of) the mainstream of Western societies is a basic recurring theme of this seminar. Wolfgang Schivelbusch’s book *Tastes of Paradise* makes a fine starting point for historical analysis, with his long-term model of the transforming role of stimulants in the cultures of early modern into modern European capitalism. The other comparative book, Marcy Norton’s *Sacred Gifts, Profane Pleasures* explores similar questions and substances in a similar period, however doing so with an close ethnohistorical and Atlantic history perspective.

*Compare these texts overall.* First, rigorously *explain* (in a few pages) the gist of Schivelbusch's arguments about the place of exotic southern drugs in the global rise and long-term transformations of northern capitalism. Be sure to deal with the underlying mechanisms involved in the changing cultural and social roles of stimulants. What are the virtues, and possible weaknesses, of this schema? Next, do the same with Norton, making sure to explain her major conceptions (cultural frontiers, symbolic continuities, syncretic “mestizaje,” peopled networks). Explain the ways she privileges an American perspective on the meanings and attributes embodied in commodities like cacao and tobacco in Europe during the 16<sup>th</sup> and 17<sup>th</sup> centuries.

*In terms of comparative analysis,* do these two historians share a sense of what it takes to integrate a novel drug into global society? In what ways are they offering conflicting (European vs. American) or perhaps complementary perspectives? Which do you find most interesting here, and why? What are the most important things you learn about the history of drugs from these books, relative to how varied peoples embrace or reject psychoactive drugs?



## COLLECTIVE ESSAY

**What:** You are to take the following topic and produce by next week's class on Oct. 1 a clear, compelling, and cohesive essay on the theme outlined below. Eight or so pages should do to demonstrate a serious engagement with the texts and their central ideas about drugs. Be sure your paper is well-written and polished, since it will be used to assess your history writing and analytical skills. Essay counts for 30% of course grade.

**Theme:** How "drugs" got accepted into (or shut out of) the mainstream of Western societies is the basic recurring theme of this seminar. Wolfgang Schivelbusch's book *Tastes of Paradise* makes a fine starting point for historical analysis, with his long-term model of the transforming role of stimulants in the cultures of early modern to modern European capitalism. The other book, David Courtwright's *Forces of Habit* explores similar questions, though with a global scope and greater variety of substances, and with a perspective based in the history of commodities and medicine.

Compare these texts overall. First, rigorously *explain* (in a few pages) the gist of Schivelbusch's arguments about the place of exotic southern drugs in the global rise and transformations of northern capitalism. Be sure to deal with the underlying mechanisms involved in the changing cultural roles of stimulants. What are the virtues, and possible weaknesses, of this schema? Next do the same with Courtwright, making sure to explain the timing of different commodity waves and the relationships that aided their spread, acceptance or later rejection by cultural elites and political authorities.

Do these historians share a sense of what it takes to integrate a novel mindaltering drug into the West? In what ways are they offering different perspectives? What can you say about their different strategies or approaches as historical writers? Which do you find most interesting and why? What are the most important things you learn about the history of drugs here, and even about today's dilemmas with licit and illicit drugs?