**Drugs in U.S. Society, SOCY 2034-001**

**Fall 2020**

“To be prepared against surprise is to be trained. To be prepared for surprise is to be educated.”
― **James P. Carse,**[**Finite and Infinite Games: A Vision of Life as Play and Possibility**](https://www.goodreads.com/work/quotes/658469)

Instructors: Glenda Walden and Luke Novack

**Zoom Office Hours for Glenda**: Tues and Thurs 2-3pm, other hours as announced, and by appt

**Email:** Glenda.Walden@colorado.edu or email through the Canvas site “inbox” icon (preferred)

**When you email Glenda, PLEASE do so with this subject line: SOCY 2034 if you expect a response**. I check email Monday-Friday at various times of the day but usually not after 4pm. Don’t expect a response until the next day if you email me after that time or until Monday if you email me over the weekend. **For a faster response email me through the Canvas portal.**

**REQUIRED TEXTS**:

 All readings posted on Canvas by week assigned

**COURSE DESCRIPTIONS AND LEARNING OBJECTIVES**:

This course is designed to introduce students to the sociological study of drugs in the United States. It is neither inherently pro or anti drugs. We will study the history of drug categorization and use focusing on the social construction of “drugs” and the social problem making process. We will also examine “drugs” from a sociological perspective focusing on the socialization process into drug use and the correlates between salient social categories such as race, class, age, gender, and sexuality. Lastly, we will examine institutional responses to, policies, and connections with drugs in the US including some global impacts.

This course is intended to prepare you for your future academic or professional endeavors, whatever they may be. I hold high expectations for students taking this course, and you should know that reading and writing are both greatly emphasized. Students should prepare for each class by reading and viewing the assigned materials *before* the start of each class, jotting down notes/questions, and having access to those materials during zoom or in person meetings.

**Learning Objectives***:*

* Understand how "drugs" have been defined in US society, how that has shaped use, meaning, social response, policy, and consequences.
* Apply a sociological perspective to understanding drug categorization, use, policy, and institutional connections in the US.
* Examine, understand and critique existing institutional responses to "drug problems" and formulate possible alternatives.
* Examine and reflect on "addiction" and “drug use” in one's own life from a sociological perspective.
* Enhanced facility at playing the game of “university standards”.
	+ This includes the ability to write papers that utilize proper citations and references, are readable in terms of grammar and structure, and rely upon agreed upon standards of argument and presentation.
	+ This also includes the opportunity to increase confidence around speaking in class, presenting ideas and interacting in a classroom setting with an instructor and other students.
* These objectives will be measured through zoom and classroom (if applicable) participation in discussions, group work, reflection and analysis papers, quizzes and exams (on Canvas).

**General Tips for success in this or other classes**:

* Attend on a regular basis. If you miss a discussion you will be at a different place than the rest of the class regarding common understandings. We will be studying group dynamics and how groups work…this is one of those principles: reality is an ongoing creation of groups; if you miss out on part of that process you have a different reality and may be missing something important in future discussions that build upon previously agreed upon realities.

* Stay present and engaged in class. One way to do this is keep up with readings and assignments. Take on the assumption that how class discussions go is your responsibility—not mine, not the people around you. Generate interesting discussions based on your thoughtful consideration of class material and observations of life. If you are bored, start a discussion that interests you. This can be difficult in Zoom meetings. You may use the chat box in Zoom meetings if you are not comfortable speaking up on camera.
* Turn your phone off and put it away during class or Zoom meetings. Even checking it once in class is correlated with lower grades (as per self reports and grade correlations).
* Get some value out of every Zoom/class meeting and every aspect of class. You can insure a positive experience by adhering to the following principles-
	+ Speak your mind responsibly. This means knowing your words have consequences. Be willing to own that and choose how you speak.
	+ If you have a question, ask. If you have a concern or suggestion, share it.
	+ If I or another student have upset, offended, or misunderstood you in any way, let me/us know.
	+ Know what you need to do to accomplish what you want and either do it or change your goal or chose not to take this course.
	+ Ask for help if you are not doing as well as you’d like or don’t understand something.
	+ After each reading, assignment, and class, you may want to make a mental or written note about what you did get out of it and perhaps even what you want to communicate with me or the whole class that would have the next meeting or assignment go even better.
* Stay in communication! This may look like asking something-even if it is simply “can you repeat that?” or “huh?” during class or Zoom meeting. This may look like e-mailing or posting to Canvas discussion board while doing your reading and thinking of a question or needing further clarification (I’ll likely take up that question in class for the benefit of all of us). It may look like firing off an e-mail (you can do this anonymously) to me or your TA if you need to express something and are concerned about how I’ll take it. This definitely looks like letting me know what’s up with you if you have to leave class early, arrive late, miss more than one class at a time, or have other life situations that will affect your participation in this class or you think I should know about.

**Course Policies and Environment:**

 **General Policies**

* You are responsible for material and announcements presented during all classroom meetings**. It is your responsibility to get missed notes and updates from fellow students-NOT the teaching team’s**.
* If a due date or other administrative changes are announced, that will supersede the “tentative schedule” found in this syllabus. Class cancellations, office hour changes and other important announcements are made on Canvas announcements page and in class whenever possible, please make sure you are checking the Canvas site regularly for such announcements.
* **Please go over the course agreement carefully before signing and turning in**. Familiarize yourself with Zoom meeting standards of conduct. If you have any questions about this, please let us know.
* **Please turn on your video when joining a Zoom meeting** unless you communicate with the instructor about your inability to do so. Please keep your microphone muted in these sessions unless you are speaking. Please do not engage in any behavior in a zoom meeting that you would not do in a classroom. If you do not follow the same standards as classroom behavior standards, you will be removed from the zoom meeting, possibly without warning. Other disciplinary actions are possible contingent on the type of behavior and university policies.

* **No early or late exams will be given other than on the day(s) of the exam.** If you miss an exam, you have 24 hours to inform Glenda and then you will be given a take-home essay exam that typically takes about 8 hours to complete. If you know you will be unable to take an exam on the day scheduled for any reason (religious, university event, or any other reason), please let Glenda know as soon as possible to *arrange for the essay makeup or other alternative*. If you do not inform Glenda within 24 hours of missing an exam you will be given a zero for that score. It is in your best interest to be at scheduled exams. Please check the syllabus now to determine if there are any conflicts you need to discuss with Glenda.
* If you have any schedule conflicts with the final exam, please let Glenda know within a week of the announced day and time (check your Buff Portal for specifics by mid-semester). If you have time conflicts with other tests or due dates let Glenda know by email as soon as possible.
* **Late papers and assignments are not accepted**. Exceptions to this policy may be granted for unforeseen and emergency circumstances and carry a point penalty. Communicate with your TA no later than the due date to discuss this.
* **All assignments will be submitted and graded on Canvas.** Grades will be recorded on Canvas. Please check your Canvas gradebook settings to ensure they are calculating the grade properly (including missed assignments in grade calculation).
* **Requirements for COVID-19**: As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

● maintain 6-foot distancing when possible,

●wear a cloth face covering (over nose and mouth), especially when unable to maintain a distance of at least 12 feet,

● practice hand hygiene,

● follow public health orders, and

● if sick and

○ you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or

○ you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus (although this should not be an issue as this is a remote course).

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming on to campus each day, all students are required to complete a [Daily Health Form](https://www.colorado.edu/protect-our-herd/daily-health-form).

In this class, if you are sick or quarantined, you need only let Glenda know you are unable to attend zoom class meetings or complete assignments by deadlines (within time frame stated on this syllabus) due to health reasons (specifics are not necessary) and arrange for alternatives with her.

* **Learning Support and Accommodation for Disabilities--**If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website and discuss your needs with your professor.
* **Work/Life/Family/Health Exceptions:** If you have family or work commitments, health conditions that you are managing, or other situations that may impact your ability to fulfill on course requirements in a timely manner, please see me to discuss how we can work together to meet course requirements.
* **Religious Holidays--**Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I make every effort to avoid conflicts with known religious holidays. In the event of an unavoidable conflict due dates may be adjusted for assignments and a make-up exam will be given if there is a conflict with a scheduled exam. See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.
* **Classroom Behavior for remote classes—Same standards apply on zoom.** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name, if you would like to be addressed by another name, please let Glendaknow as early as possible. I use gender neutral pronouns by default. If you wish to be addressed in another way, please let Glendaknow as soon as possible. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).
* **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation--** The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/) website. Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.
* **Honor Code-**All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](http://www.colorado.edu/policies/academic-integrity-policy). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, zoom/clicker/attendance fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](http://www.colorado.edu/honorcode/).
* **Statement regarding expectations of confidentiality and disclosure--**In my role as instructor I am considered a “mandatory reporter.” For more on what this means and resources available to you if you feel you may have experienced harassment, discrimination, or other threatening behaviors or situations please see <https://www.colorado.edu/ova/mandatory-reporting-policy-cu-boulder> However, I am also a legally ordained member of the clergy.  If you wish to bring up anything in conversation with me not related to course material, please let Glendaknow if you’d like to discuss this with me in my role as ordained clergy rather than as course instructor.

**ASSIGNMENTS AND GRADES:**

Lecture Zoom participation 45 points

Quizzes 50 points

Recitation 45 points

Sociological Imagination Papers 80 points

PSA Group Project 70 points

Midterm and Final exam 150 points

 Total 440 points

Lecture Participatio (45 points):

Your attendance and participation in class discussions is very important to succeeding. While I don’t take attendance, the participation points will consist of during Zoom meeting activities. You will need to have completed the class material and done the homework when assigned in order to earn the points possible on any day. **Everyone starts out with zero points in this section and then earn points by being in class, prepared, and able to complete the activity on any given day there is such an assignment.**

Quizzes (50 points)

Over most weekends, there will be a quiz posted on Canvas that covers both the previous week’s and next week’s material. This will help the teaching team assess your understanding of presented material and your readiness to engage in discussions for the next week. This also gives you the opportunity to practice with the kind of questions that will show up on the midterm and final exam

Recitation Participation (45 points)

Participation in your Zoom or in person recitation section. Details can be found in your recitation syllabus on Canvas in the Recitation folder/module. The same as in lecture participation for earning points: **Everyone starts out with zero points in this section and then earn points by being in class, prepared, and able to complete the activity on any given day there is such an assignment.**

Sociological Imagination Papers (80 points)

Detailed assignment descriptions posted on Canvas. Two papers (30 points, 50 points) will require you to connect class material and lecture to a relevant topic or questions. This will involve use of academic standards of citation, writing, and argument as well as comprehension of the material and critical reflection and evaluation of material and ideas, and of course the creative utilization of a sociological perspective-specifically one that connects “biography and history” and can see the “general in the particular.” For the second paper you will work in pairs to analyze a film that deals with some aspect of drugs.

Public Service Announcement (PSA) Group Project (70 points)

For this assignment you will work in groups of 3-4 (self-chosen or assigned) to create a no more than 3 minute PSA about drugs that utilizes one of the 4 social responses to drugs (suppression, legalization, medicalization, prevention) and write a 1-2 page analysis of that PSA that explicitly connects your points to class material

Exams (150 points)

A midterm (50 points) and cumulative final exam (100 points) will be administered on. These will be multiple choice format unless you require a make-up.

**COURSE CALENDAR:**

Due dates are subject to change. Please let me know as soon as possible if you have any conflicts with exams or due dates. Please have the material complete by the first class meeting of that week unless otherwise indicated*.*

*Note: All readings and videos or links can be found on Canvas, organized by week assigned unless specified (some material may require Netflix or other access).*

WEEK ONE: August 25, 27

 Sociological Framework and definitions What are drugs?

 Prep-Read Syllabus, guides, and Canvas week 1 materials by Thursday

 Due-Canvas quiz opens Friday at noon-closes Sunday 11:59pm (syllabus and lecture week one)

WEEK TWO: September 1, 3

 Social Construction of Drugs and Addiction

 Prep-Canvas week 2 readings and videos

 Due-Canvas quiz Friday-Sunday-If you need extra time, please let Luke know by Thursday

WEEK THREE: September 8, 10

Cultural History of Drugs in the West

 Prep-Canvas Week 3 readings and videos

 Due-Canvas quiz Friday-Sunday

WEEK FOUR: September 15, 17

Moral Panics and Drug Scares

 Prep-Canvas Week 4 readings and videos

 Due-Canvas quiz Friday-Sunday

WEEK FIVE: September 22, 24

Wrap Social Problem Production

 Prep-Canvas Week 5 material

 Due- **Paper 1 on Addiction submitted to Canvas by noon Thursday, Sept 24** and

Canvas quiz Friday-Sunday

WEEK SIX: September 29, October 1

Drug Use and Social Context

 Prep-Canvas Week 6 material

 Due-Canvas quiz Friday-Sunday

WEEK SEVEN: October 6, 8

Drug Use, Subjective Experience, Identity and Socialization

 Prep-Canvas Week 7 material

 Due- Canvas quiz Friday-Sunday

WEEK EIGHT: October 13, 15

Wrap up and Transition

Prep-Canvas Week 8 material

 Due-**Midterm on Canvas opens Thursday, Oct 15 4pm-closes Friday, Oct 16 11:59pm**

WEEK NINE: October 20, 22

Responses: Stigmatization, Labeling and Meaning

 Prep-Canvas Week 9 material

Due-Canvas quiz Friday-Sunday

WEEK TEN: October 27, 29

Responses: Supression and “War on Drugs” approach

Prep-Canvas Week 10 material

Due-**Paper 2 submitted to Canvas by noon, Thursday, Oct 29** and Canvas quiz Friday-Sunday

WEEK ELEVEN: November 3, 5

Legalization and Decriminalization

Prep-Canvas Week 11 material

Due-Canvas quiz Friday-Sunday

**COURSE CALENDAR Continued:**

Due dates are subject to change. Please let me know as soon as possible if you have any conflicts with exams or due dates. Please have the material complete by the first class meeting of that week unless otherwise indicated*.*

*Note: All readings and videos or links can be found on Canvas, organized by week assigned unless specified (some material may require Netflix or other access).*

WEEK TWELVE: November 10, 12

Responses: Medicalization and Rehabilitation

Prep-Canvas Week 12 material

Due-Canvas quiz Friday-Sunday

WEEK THIRTEEN: November 17, 19

Responses: Prevention and Education

Prep-Canvas Week 13 material

Due-Canvas quiz Friday-Sunday

WEEK FOURTEEN: November 23-no class Nov 25 or 26

Responses: wrap Approaches and Alternatives

 Prep-Canvas Week 14 material

Due-Canvas quiz Friday-Sunday

WEEK FIFTEEN: December 1, 3—All classes meet remotely, including recitations

Moving Forward and wrapping up

Prep-Canvas Week 15 material and videos

Due-**PSA and paper submitted to Canvas by noon, Thursday, December 3**

 **Final Exam TBA on Buff Portal- multiple choice, cumulative given on Canvas at time announced by University**

SCHEDULE OF TASKS, EXAMINATIONS AND ASSIGNMENTS:

Weekly Quizzes posted by Friday at 5pm, due Sunday at 11:59pm

Paper One on Addiction submitted to Canvas by noon Thursday, 9/24

Midterm on Canvas Thursday Oct 16-Friday Oct 17

Paper Two on Images of Drug Use(rs) in film to Canvas by noon Thursday, 10/29

Paper Three (group) on Drug Policy Eval to Canvas by noon Thurs 12/3

Final Exam-TBA