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

Fall 2019

“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 Kelly Zepelin

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**You must put socy 2034 in the subject heading if you expect a reply.**

Glenda’s office hours: Wednesday 10-noon and 2-4pm. Other times by appointment in Ketchum 171

Kelly’s office hours: Tues and Thursday after class (11-noon) in Hale 130M

**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 the assigned materials *before* the start of each class, jotting down notes/questions, and bringing the reading materials to class each day. I encourage students to visit the writing center on campus. Additionally, I will make myself available to read drafts of any of your papers and provide feedback.

**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 "state changes" in one's own life and behaviors 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 classroom participation in discussions, group work, reflection and analysis papers, quizzes and exams (on Canvas and in class).

**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 readings and observations of life. If you are bored, start a discussion that interests you.
* Take notes by hand if at all possible. The research is overwhelming at this point. Laptops (especially when connected to internet) do NOT facilitate learning or remembering material unless your learning style requires this as a STARTING POINT.
* Turn your phone off and put it away. Even checking it once in class is correlated with lower grades (as per self reports and grade correlations).
* Get some value out of every class 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 raising your hand and telling me you checked out for the last half hour of discussion but have something to contribute or ask or even just that you are back in the game. This may look like e-mailing or calling 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 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.

**University and Course Policies**

* **The best way to secure Glenda’s immediate, full, and undivided attention is to pop in to office hours for a cup of tea or schedule an appointment to do so. In person works best with me.**
* If you contact either of us via email, **you MUST put “socy 2034” in the subject line so that your emails can be identified and responded to in a timely manner.** If you do not use this subject line, a response cannot be guaranteed. We get lots of spam and non-critical emails, and your email may be inadvertently deleted if it cannot be identified by the subject line. Note that Glenda does not check email in the evenings or on weekends, so an email sent on Friday may not receive a response until Monday.  If you need an urgent response, you should talk to Glenda after class and/or check the course website on *canvas* to see if what you need is available there.
* 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 instructor. 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 in Canvas announcements, email and in class whenever possible, please make sure you are checking email regularly for such announcements.
* Please do not arrive late or leave early or begin to pack up prior to the end of lecture or discussion. This inhibits other students’ ability to hear and understand the material.
* Please turn off cell phone ringers, and avoid engaging in side talking, reading, sleeping, texting, or surfing while in class.This is disrespectful of other students and instructors and disruptive to the learning community. If I notice you doing any of these things the possible reactions range from polite requests to cease to light public ridicule to being asked to leave the room. **If you need to use a laptop or other electronics during class, please sit in the designated tech zone.**
* No early or late exams will be given other than on the day of the exam. 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 me know as soon as possible to arrange for the essay makeup or other alternative. If you miss an exam, you have 24 hours to inform your instructor and then you will be given a take-home essay exam that typically takes about 8 hours to complete. If you do not inform your instructor 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 me.
* If you have any schedule conflicts with the final exam, please let your instructor know by Thursday, **November 21**. If you have time conflicts with other tests, due dates, or known absences let me know by e-mail 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.
* Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester.  If your calculation of your grade does not match our records, it is your responsibility to provide proof of graded work.
* Please do not email me with questions about your grade.  University policy prohibits the discussion of student grades via email.  This policy is intended to protect you; your grade is a private matter, and email is a public forum. If you wish to discuss your grade, please make an appointment with me.
* NOTE TAKING SERVICES: All lecture materials and notes are the property of either myself or of the multiple text publishers for this course. You are not allowed to use notes, recordings, or any other materials gathered outside or inside the classroom for anything other than personal use. In other words, you are not allowed to record (in the form of audio, video, or transcriptions) and sell materials to a note taking service. This is copyright infringement.

Universal Access, Learning Support and Accommodations

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). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto: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.

**Special accommodations for participation in student activities related to scholarships or offices held:** If you are on an athletic team, hold office in student government, or have other responsibilities that will require missing classes, please get me a letter by week 3.  It is your responsibility to look ahead on the syllabus and deal with any conflicts (e.g., scheduled assignments) **prior to** the conflicting activity.  Merely providing a letter to me does not mean that you have dealt with these conflicts—you are responsible for working with me to develop a plan to cover any absences and complete assignments in a timely manner.

**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.

Classroom Behavior

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. I tend to use the universal “they” as a pronoun. If you would like to be called by a name other than the one on the syllabus or have a specific pronoun preference, please advise me of this preference early in the semester so that I may make appropriate changes to my records. 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/).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

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 intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or 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/).

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.

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, an exam can be made up within 24 hours or an essay, take home version of the exam will be offered. Students are expected to coordinate their schedules to accommodate known due dates (ie turning a paper in earlier) and communicate in advance when alternative dates are requested. See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

**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 <http://cuvictimassistance.com/issues/mandatory-reporting-policy-at-cu-boulder> I am required to report incidences that involve immediate threat or experience with harassing or discriminating behaviors within the CU community. However, I am also a legally ordained member of the clergy with the privilege of confidentiality.  If you wish to discuss anything with me in that role, please let me know at the beginning of our conversation.

**ASSIGNMENTS AND GRADES:**

Participation/In-class exercises 75 points

Sociological Imagination Papers 150 points

Midterm and Final exam 175 points

Total 400 points

Participation/In-class exercises (75 points):

Your attendance and participation in this class is very important to succeeding. While I don’t take attendance, the participation points will consist of in-class activities. You will need to have completed the readings 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. I will also consider your attendance at my office hours in your participation grade.

Sociological Imagination Papers (150 points):

Detailed descriptions will be posted on Canvas. They will require you to connect readings 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.”

Exams (175 points):

There will be a midterm, administered on Canvas, and a final (in class) exam which will be cumulative. 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.

*Note: All readings can be found on Canvas, organized by week assigned. Assume you have readings every week. Please have the readings complete by the first class meeting of that week unless otherwise indicated.*

WEEK ONE: August 27, 29

What are Drugs? What is Addiction?

Read-Read Syllabus, guides, and Canvas week 1 readings by Thursday

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

WEEK TWO: September 3, 5

Social Construction and Cultural History of Drugs

Read-Canvas week 2 readings

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

WEEK THREE: September 10, 12

Social Problems and Moral Panics

Read-Canvas Week 3 readings

Due-Canvas quiz Friday-Monday

WEEK FOUR: September 17, 19

Wrapping up Drug Scares

Read-Canvas Week 4 readings

Due-**Reflection Paper One on Addiction by noon Thursday, Sept 19**

Canvas quiz Friday-Monday

WEEK FIVE: September 24, 26

Drug Use and Subjective Experience

Read-Canvas Week 5 readings

Due-**State change journal check bring to class or submit to canvas**

**by 9:30am Thursday, Sept 26**

Canvas quiz Friday-Monday

WEEK SIX: October 1, 3

Drug Use and Social Context

Read-Canvas Week 6 readings

Due-Canvas quiz Friday-Monday

WEEK SEVEN: October 8, 10

Socialization and Drug Use

Read-Canvas Week 7 readings

Due-**Paper Two-see description on Canvas by noon Tuesday, Oct 8**

WEEK EIGHT: October 15, 17

Identity, Labeling and Meaning

Read-Canvas Week 8 readings

Due-**Midterm on Canvas**

**opens Thursday, Oct 17 4pm-closes Friday, Oct 18 11:59pm**

WEEK NINE: October 22, 24

Wrap up and transition to next topic

Read-Canvas Week 9 readings

Due-Canvas quiz Friday-Monday

WEEK TEN: October 29, 31

Responses: Stigmatization

Read-Canvas Week 10 readings

Due-Canvas quiz Friday-Monday

**State Change paper due on Canvas by Oct 31 at noon**

WEEK ELEVEN: November 12, 14

Responses: Prevention and Education

Read-Canvas Week 11 readings

Due-Canvas quiz Friday-Monday

WEEK TWELVE: November 19, 21

Responses: Medicalization and Rehabilitation

Read-Canvas Week 12 readings

Due-Canvas quiz Friday-Monday

**FALL BREAK FALL BREAK FALL BREAK**

WEEK THIRTEEN: November 26, 28

Responses: Supression and “War on Drugs” approach

Read-Canvas Week 13 readings

Due-Canvas quiz Friday-Monday

WEEK FOURTEEN: December 3, 5

Responses: Decriminalization

Read-Canvas Week 14 readings

Due-Canvas quiz Friday-Monday

**Final Paper due on Canvas Thursday, Dec 5 by noon**

WEEK FIFTEEN: December 10,12

Moving Forward and wrapping up

Read-Canvas Week 15 readings

**Final Exam TBA on MyCuInfo multiple choice, cumulative given in classroom at time announced by University**

SCHEDULE OF TASKS, EXAMINATIONS AND ASSIGNMENTS:

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

Paper One on Addiction submitted to Canvas by noon Thursday, Sept 19

State Change journal check in class Thursday, Sept 26

Paper Two on Images of Drug Use(rs) in film to Canvas by noon Tuesday Oct 8

Midterm on Canvas Thursday Oct 17-Friday Oct 18

Paper Three on State Changes to Canvas by noon Thurs Oct 31

Final Paper on Drug Policy Eval to Canvas by noon Thurs Dec 5

Final Exam-TBA