Drugs in U.S. Society

SOCY 2034

University of Colorado Boulder

Spring 2017

Guggenheim Room 205

Tuesday and Thursday 2:00-3:15 pm

Allison-Scott Pruitt

Location and Office Hours: Ketchum 261 Tuesday and Thursday 1-2 pm **by appointment**

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# **content advisory**

A certain level of discomfort is typical in many sociology classes. This course deals with themes and content that may make you uncomfortable or disturb you. This content includes (but is not limited to): drug use, racism, explicit language, nudity, discussions of sex and sexuality, and religion. **If you have concerns about your ability to participate certain weeks, please let me know.** If at any point in the semester you have responses or reactions that are difficult to sort out, it can be useful to talk them over with someone you trust. We are all responsible for maintaining a safe, respectful learning environment.

**Campus resources include:**

Office of Victim Assistance:  303-492-8855 www.colorado.edu/studentaffairs/victimassistance

Moving to End Sexual Assault (MESA) rape crisis team:  303-443-7300

CU Collegiate Recovery Center: <http://www.colorado.edu/recoverycenter/> 303-492-9642

GLBTQ Resource Center: 303-492-1377 [**http://www.colorado.edu/GLBTQRC/**](http://www.colorado.edu/GLBTQRC/)

Counseling and Psychological Services (CAPS): http://www.colorado.edu/counseling/ (303) 492-6766 (counselors available 24 hours)

**Readings:**

*Junky* by William S. Burroughs

*Marijuana Nation: The Legalization of Cannabis Across the U.S.* by The Associated Press

*Drug Crazy: How We Got into This Mess and How We Can Get Out* by Mike Gray

*Pill Head* by Joshua Lyon

In addition to these books, there are a few podcasts listed in the syllabus that will be posted on D2L. If you have hearing issues please let me know and I will work with Disability Services to provide you with a transcript.

I may most links to news articles within discussion boards on D2L, but they will not be over 500ish words.

C**ore Learning Objectives:**

1. Be able to briefly describe the history of drug use in the U.S., how certain drugs became illegal, and the history of U.S. drug policy.
2. Describe what it meant by “The War on Drugs” and how it has changed the U.S and who has been most impacted by it.
3. Understand the process of approving pharmaceutical drugs and how politics influence this process.
4. Be able to debate the pros and cons of legalizing illicit drugs and the effect this will have on other social systems, including the economy and the penal system.
5. Understand “addict” as a social category, describe the general attitude toward addiction in the U.S. and current inequalities in treatment.
6. Describe the influence drug use has had on American popular culture and counter-cultures.

**Class Format:**

This class meets twice a week. Attendance is only related to credit on exam days and in-class project days. I promise you that you will not do well unless you attend. If you miss a day, get notes from someone in class. **Don’t ask me if you missed something important. The answer is “yes”.**

This class utilizes two teaching techniques with which you need to be comfortable and familiar:

**Team-Led Learning:** You will be **assigned** to a team for this course. You will complete projects as a team. Teams stay the same over the course of the semester. This model of taking exams and completing projects has shown to have a positive impact on student success and understanding of materials. This facilitates small group discussion, debating your ideas, compromise, and making constructive arguments- all skills important for your careers after you leave college. Teams assignments will be made the second week of class.

A Note on Switching Teams: **I do not care if you do not like someone that is on your team**. Learning to work with people you do not get along with perfectly or think differently than are important skills to master in life and in work. Switching teams will only take place in the event you are being discriminated against, harassed, or have a **significant** personal issue with outside of the classroom.

If someone on your team is not contributing, you have the opportunity to grade that person and reduce the amount of credit they receive in this course. If you find yourself unable to contribute (e.g., you are sick and will miss the exam) then you should communicate that to **your team members** and discuss ways to make it up for the next assignment. If you are having an issue that you do not wish to disclose, then you will provide me with documentation of an excused absence. If you end up essentially on a team by yourself and are doing all of the work, do let me know.

For those that have severe anxiety or other social concerns: You are still welcome and wanted in this course! If you do not feel as though you can complete group work, I need a note from a doctor, counselor, or Disability Services specifically addressing group work. We will work together to come up with a scaled plan for how you can complete the course individually. Students have participated in team-led courses with me as an individual before and still gotten the richness of the experience through one-on-one meetings. We can make it work.

**Flipped Classrooms:** For about a quarter of your class time this semester you will be expected to come to class and work on activities. There will be no lecture, but I will **take attendance** on these days to see who comes and is participating. You will be expected to meet with your team, discuss information for your project and activities, find information, and assemble a final product. **It is necessary to have a computer or tablet you can bring to class**. If you do not own a computer or tablet, there are library rentals available that I can try to help you locate.

**Evaluations:**

Late work or make-up exams may only be completed if you have an excused absence (illness, death in immediate family, athletic/university event, religious observance, jury duty). Please notify me as soon as possible if you know you are not going to be able to make an exam or turn in work. Documentation is required.

If you would like to challenge a grade for an assignment, please email me with specific concerns or questions and I will set up a meeting with you. **You may not challenge a grade after two weeks from the time the grade was posted. Your final grade on D2L will appear 24 hours before they are posted to your record. Final grades will only be changed if they are calculated incorrectly.**

*Assignments and Weight*

Two Exams (10% each, 20% total): Multiple choice. Completed in class as a group. **There are no makeup exams for unexcused absences, such as travel. Check the schedule and make sure you do not have any date conflicts.**

Online Discussion Boards (2.5% each, 25% total): Each week there will be a discussion board posted on D2L. **You must complete ten of sixteen weeks**. If you do more than ten, it will start dropping your lowest grades. They will open online after class on Thursday and close Sunday at midnight (start before this time, because you will be locked out when it closes. I recommend planning on dedicating 30 minutes). **Be respectful of your peers. Name calling, calling people out, and abusive language will not be tolerated**. If you would like to suggest a topic for a discussion board, email me. A grading rubric is at the end of this syllabus. **No makeups, no extensions, no exceptions.** Completed individually.

Applied Project and Presentation (10% presentation, 16% project, 4% turning in the pieces on time): You examine a policy or service related to drug use and relevant to this community. You will be required to go out and talk to people. The format you choose for a final product is at the discretion of the group. You may turn in a traditional paper, but you may also make a pamphlet, an app, a website, a photo project, etc. Use your creativity. Pieces of the project will be turned in throughout the semester to make sure you are on track. Completed as a group.

In-Class Activities (1% each, 10% total): On days marked with “\*\*” on the syllabus there will be in-class activities. These will be completed as a group, only one activity per group needs to be turned in. ***You must have an excused absence with documentation to make these up.***One grade dropped.

Peer Review (5% for turning in a thoughtful evaluation, 10% based on your team member’s evaluation of you,15% total): You will turn in an evaluation of how your peers performed on the team exercises. You will assign them a number of points and justify that grade. Detailed instructions with examples are posted on D2L

*Extra Credit*

Yes, there is extra credit for this course. You can earn up to 5 percentage points by attending a Narcotics Anonymous or Alcoholics Anonymous meeting at some point during the semester.

http://www.naboulder.org/meetings

<http://www.bouldercountyaa.org/schedule.html>

**DO NOT go to a meeting marked “closed” or “C”. Meetings that are intended for the public are marked “open” or “O” on the schedules. DO NOT say you are an addict if you are not.** They will go around the room and ask people to identify themselves and you can just say, **“My name is xxxx and I’m just visiting.”** Also know that these meetings are anonymous, so **you should never disclose the identities of anyone in the room**. Your assignment is to submit a fieldwork paper. You will make observations and then write a 6-10 page paper describing your observations and applying course concepts to what you observed and experienced. All names should be changed in your fieldwork paper. A detailed rubric will be provided.

**Final note on extra credit:** Extra credit denotes something extra. Read the rubric carefully. You are not being asked to demonstrate you understand class concepts- your test was the opportunity to do that. You are being asked to move beyond the learning objectives, extend them, add something new that *relates* to this class but is not simply a regurgitation of lecture, and draw in your own sources that apply class concepts in a novel fashion.

*Academic Assistance*

If you are struggling in this course, I am happy to meet with you and help you. **The end of the semester is too late to try to pull up your grade. Contact me early and often if you need assistance.** Additionally, there are numerous on-campus services including free tutoring groups, a dedicated sociology librarian, a disability resource center, and a writing center with which I will gladly connect you.

*A Final Word on Grading*

At the end of the semester, I do math, not magic. I believe grading should be objective. Your final grade is awarded based on the points you earn on assignments, not effort or time spent. If you are in a situation where you need a certain grade (probation, athletics, scholarships, etc.) or are otherwise concerned, please speak to me ASAP so I can help you to achieve your goal.

An “A” starts at a 94. An “A-“ is 90-93. Grades of B, D, and C are minus on the 2 and plus on the 7. Grades of 59 and under are failing. I will round grades at .5 up. **Do not ask if I will simply give you a higher grade than you earned, even if you are close to the mark. The answer is “no.”**

*A Note on Sources*

I do not care which citation format you use as long as you use one correctly and consistently. The Writing Center (located near the Laughing Goat in Norlin) has excellent cheat sheets for the most common citation styles (MLA, APA, ASA, and Chicago) if you are in need of assistance.

Not all information is created equally. Acceptable sources are: peer reviewed journals (if you don’t know what these are, please ask), .gov and .edu websites, and reports from non-partisan or government research bureaus (e.g., The Center for Disease Control, The Bureau of Labor Statistics, Pew, The Urban Institute--- if you are not sure about a white paper or report, please ask).

**University Policies:**

1. If you qualify for accommodations because of a disability, please submit to me

a letter from Disability Services in a timely manner so that your needs can be

addressed. Disability Services determines accommodations based on documented

disabilities. Contact: 303-492-8671, Center for Community N200, and [http://www.colorado.edu/disabilityservices](https://exchangeweb.colorado.edu/owa/redir.aspx?C=7da2c7ca313c474d8e5baf428ecae718&URL=http%3a%2f%2fwww.colorado.edu%2fdisabilityservices). If you have a temporary medical condition or injury, see guidelines at [http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html](https://exchangeweb.colorado.edu/owa/redir.aspx?C=7da2c7ca313c474d8e5baf428ecae718&URL=http%3a%2f%2fwww.colorado.edu%2fdisabilityservices%2fgo.cgi%3fselect%3dtemporary.html)

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at [http://www.colorado.edu/disabilityservices](https://exchangeweb.colorado.edu/owa/redir.aspx?C=7da2c7ca313c474d8e5baf428ecae718&URL=http%3a%2f%2fwww.colorado.edu%2fdisabilityservices). **If you need an accommodation, please notify me (with your letter) at least two weeks in advance of the exam.**

2. 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. Please notify me one week in advance of any religious conflicts to ensure accommodation.

3. 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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.  Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.  See policies at

[http://www.colorado.edu/policies/classbehavior.html](https://exchangeweb.colorado.edu/owa/redir.aspx?C=7da2c7ca313c474d8e5baf428ecae718&URL=http%3a%2f%2fwww.colorado.edu%2fpolicies%2fclassbehavior.html) and at

[http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\_code](https://exchangeweb.colorado.edu/owa/redir.aspx?C=7da2c7ca313c474d8e5baf428ecae718&URL=http%3a%2f%2fwww.colorado.edu%2fstudentaffairs%2fjudicialaffairs%2fcode.html%23student_code).

4. The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty.  Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at [http://www.colorado.edu/odh](https://exchangeweb.colorado.edu/owa/redir.aspx?C=7da2c7ca313c474d8e5baf428ecae718&URL=http%3a%2f%2fwww.colorado.edu%2fodh).

5. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior.  All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at [http://www.colorado.edu/policies/honor.html](https://exchangeweb.colorado.edu/owa/redir.aspx?C=7da2c7ca313c474d8e5baf428ecae718&URL=http%3a%2f%2fwww.colorado.edu%2fpolicies%2fhonor.html)  and at <http://www.colorado.edu/academics/honorcode/>.

**Detailed Course Schedule**

***I reserve the right to make changes to this schedule based on student progress or unforeseen circumstances***

***Week One: The Social Context of Drug Use***

January 17th: Syllabus and Introduction; History of Drug Use in the United States

January 19th: Drugs Scares and Moral Panics; Watch “The Terrible Truth”

***Week Two: Societal Responses to Drugs***

*Read chapters 1-5 of Gray by Friday*

January 24th: Social Correlates of Drug Use\*\*

January 26th: The War on Drugs

***Week Three: Illicit Drug Policy in the United States***

*Read chapters 6-11 and Appendix A of Gray; Listen to Randol Contreras “The Stick-Up Kids”*

*by Friday*

January 31st: Watch “The New Jim Crow,” Lecture by Michelle Alexander

February 2nd: Drugs, Crime, and Violence\*\*

*Due by Friday at Midnight: Topic of Project*

***Week Four: Legalization and Decriminalization 1***

*Read Associated Press (whole book)*

February 7th:The Cannabis Industry

February 9th: Watch “Motherboard”\*\*

***Week Five: Legalization and Decriminalization 2***

February 14th:  Policy Considerations and International Case Studies

February 16th: Challenges to Legalization and Reintegration

***Week Six: Big Pharma 1***

February 21st: **\*\*\*\*\* EXAM ONE\*\*\*\*\***

February 23rd: The FDA and Pharma Lobbies

***Week Seven: Big Pharma 2***

*Listen: Adderall Colored Glasses*

February 28th: Watch “American Addict”

March 2nd: Finish “American Addict”\*\*

*Due by Friday at midnight: five citations for project with 3-5 sentence descriptions of each*

***Week Eight: Alternatives to Big Pharma***

*Read chapters 1-8 of Lyon*

March 7th:Licit Drug Use in the U.S.

March 9th: Holistic Medical Care and the Future of Pharmaceutical Policy\*\*

***Week Nine: Drug Education***

*Read chapters 9-14 of Lyon*

March 14th: Drug Education and Prevention Programs **\*\***

March 16th: Social Representations of Addicts\*\*

***Week Ten:******Drug Treatment***

March 21st:: Guest Speaker: Maigan Oliver from Mental Health Partners

March 23rd: Drug Recovery and Treatment

*Due by Friday at midnight: Comparison place with a justification and data source.*

***Week Eleven: Spring Break, no class ☺***

\*There will still be a discussion board on D2L if you wish/need to complete it

***Week Twelve: Drug Addiction***

*Listen to Burroughs 101 and read Prologue of Burroughs*

April 4th: Watch “Dope Sick Love”

April 6th: Finish “Dope Sick Love”\*\*

***Week Thirteen: Recreational Drug Use***

*Read through page 76 of Burroughs*

April 11th: Recreational Drug Use\*\*

April 13th: Drugs in American Literature, Film, and Music

*Due Friday at midnight: brief summary of three interviews*

***Week Fourteen: Fall Break***

*Finish reading Burroughs*

April 18th: Drugs in American Literature, Film, and Music

April 20th: Watch “Chelsea Does Drugs”

***Week Fifteen: Drugs in Popular Culture***

April 25th: Psychedelic Drug Experiences and Tourism

April 27th: **\*\*\*\*\*EXAM TWO\*\*\*\*\***

***Week Sixteen: Spirituality***

December 6th: Presentations

December 8th: Presentations

*Due by Friday at midnight: Final Projects*

**DUE AT THE TIME OF THE FINAL (TBA-check MyCUInfo)**

Peer Evaluations and Extra Credit *These will not be accepted late under* ***any*** *circumstances*

**Discussion Board Instructions and Rubric**

Discussion boards will give you an open-ended prompt. Think of them as free-writing exercises to relate ideas and concepts, provide your own experiences or examples, and/or make a supported argument about different topics.

There are two components to a discussion board: 1) an original post to the prompt that should be 1-2 solid paragraphs (5-7 sentences each) and 2) a meaningful response to one of your classmates (3-7 sentences). Half of the credit is for the post, half is for your response. No formal citations are necessary. It is sufficient to say “In class we…” or “we read about…”

**Posts should**: reference class lectures and/or readings, introduce new examples and/or new contexts for application, provide support for your arguments/ideas, and draw on outside material (e.g., news clips you’ve seen, discussions from other classes).

5- original, creative post that answers all parts of the prompt and incorporates course material correctly; student provides their own examples that broaden the scope of the course and/or personal experiences that are relevant and demonstrate understanding; student articulates a clear stance in relation to the prompt that is well-informed and well-supported

4- good application that answers all parts of the prompt and incorporates course material correctly; student provides their own examples that broaden the scope of the course and/or personal experiences that are relevant and demonstrate understanding; argument/opinion of post topic may not be 100% clear, but some support is offered for different points.

3- post addresses some parts of the prompt and attempts the use of materials to support their case; no original examples, just a restatement of class discussion.

2- post attempts some parts of the prompt; materials are clearly misunderstood or not present; no original examples, just a restatement of class discussion.

1- post does not engage with the prompt; response is a restatement of the prompt

1. No post

**Responses should**: engage with the original post in a way that adds new, original ideas to it. You can respectfully disagree and provide counterpoints with evidence to your reasoning or support their ideas by adding additional evidence and/or nuance.

5- meaningfully engage with another student’s ideas pointing out strengths and/or weaknesses using supporting materials; suggest other contexts or applications of the student’s ideas; possible avenues of improvement; broadens the scope of the discussion in a unique way from the original post

4- engages with another student pointing out strengths and/or weaknesses but suggestions are anecdotal (i.e., not based in course or outside materials); still contributes meaningfully to the discussion

3- engages with another student, but primarily points out dis/similarities to their own thinking/post

2- restatement of their original post in the form of a response

1- “great idea”; “never thought of it that way”; “cool post, bro”

0-no response

**Applied Project**

Your project must address a policy (or policies) and/or service related to the **local** community (CU Boulder, a Colorado city, or Colorado state) that is broadly related to drugs. Examples of past projects include:

* Marijuana policy on campus addressing medical use
* Party registry system and alcohol abuse
* The lack of low-cost drug rehabilitation and treatment available in Boulder
* The lack of homeopathic treatments covered by CU insurance
* Denver camping bans
* On-campus legal services for drug offenses and how it effects student records

You should identify a problem or issue with current policy and/or services and be able to explain 1) why the policy is what it is 2) how it currently operates 3) why that is an issue 4) how it can be improved.

You should have **at least three interviews** with relevant individuals (e.g. (based on above examples), someone who has been arrested for an MPI and been through the campus legal system; a drug counselor; a medical marijuana patient; a drug counselor; someone at a relevant CU office).

You should have **at least five scholarly sources**. If you have other sources they do not count towards this requirement.

You should identify **at least** **one other place** (school, city, state) that is comparable to your location (CU Boulder, a Colorado city, or Colorado state) and explain how their policies on this issue are different (e.g., how does Colorado State deal with on-campus MPIs? Is it better or worse than CU methods?)

You should **use data** about your policy. This could be arrest statistics, prices of treatment, number of people served by treatment, homelessness rates, or whatever else is relevant.

**Most important**, you should make **feasible** **recommendations** as to how this policy or service can be improved.

You can turn in whatever you like- paper, video, PowerPoint deck, website. It doesn’t matter and the format you choose to turn your project in does not factor into grading at all.

Presentations:

You will present your project to the class. You have 15 minutes. Presentations should cover: an in-depth explanation of your policy/service, why you chose that, how it affects students (e.g., why should your audience care about it). You should include what information you covered and how you obtained it, and, most importantly, what your feasible recommendations are to improve this area.

Presentations are more about your thought process and how you went about things and you’re your conclusions are than the scientific details presented within the project.

**Extra Credit Rubric (out of 50)**

Overall Thesis (5)

5- Your paper has a point to it, a relationship you observed, point you want to make, argument, etc. It is clearly stated in the front of the paper and you briefly describe how your observations support this point. You state how this extends class objectives.

3- The paper has an introductory paragraph, but reads more of a description than building a case for a larger point you are going to make.

1- If there is an introduction, it is unclear. No actual thesis statement

Description of Meeting (15)

15- Discusses the meeting in sociological parameters/terminology. Examined challenges faced, and what that means for the observation. Rich description of the events of the meeting. Provided several examples of interaction. Nicely wrapped up the observation and what has been learned. Reflected on how these observations shed light into personal behavior as well as societal groups behaviors. Very insightful.

12- Attempts to discuss the meeting in sociological parameters/terminology. Introduces challenges faced, and what that means for the observation. There was a good attempt at being analytical. Examined sociological themes observed. Used some sociological terminology to help explain the provided a few examples of interaction. Summarized the observation and what has been learned. Reflected on how these observations shed light into personal behavior as well as societal groups behaviors.

9- Attempts to discuss the meeting in sociological parameters/terminology. Mentions challenges faced, but only in superficial terms. Not analytical, just wordy. Examined sociological themes observed. Used few sociological terminology to help explain the provided 1-2 examples of interaction. Summarized the observation and what has been learned. Reflected on how these observations shed light into societal groups behaviors.

6- No real attempt to discuss the meeting in sociological parameters/terminology. Not analytical. Used few sociological terminology to help explain the provided 1-2 examples of interaction. Summarized the observation and what has been learned.

3- No attempt to discuss the meeting in sociological parameters/terminology. Not analytical, just wordy. There was no attempt at being analytical. Provided 1 example of interaction, with no clear links to sociology. Summarized the observation.

0- No description of meeting provided

Relationship to Class Learning Objectives (15)

15 Student clearly relates their observations to more than one of the learning objectives of the class, showing how their observations challenge or extend that section (see syllabus) of the course. Ample and diverse course materials are related to the book to demonstrate connections

12- Student relates their observations to more than one of the learning objectives of the class, developing some ideas about challenges and extensions of the course. Ample and diverse course materials are related to the book in a respectable effort at connecting them

9- Student clearly relates their observations to more than one of the learning objectives of the class, showing how their observations challenge or extend that section. Some course material is used, but student is over reliant on lecture.

6- Student attempts a discussion of one of the class learning objectives, but ideas are unclear, misunderstood, or underdeveloped. Some course material is used, but mostly relying on lecture.

3- Student mentions concepts in class, but reads more of an overall comparison of how concepts are or are not used, rather than an argument or extension of them.

0- No course materials are used.

Relationship to Outside Materials and Disciplines (15)

15- Student identifies an area of interest outside the scope of this class (e.g., criminal justice, medicine, counseling psychology) that would benefit from their observations. Connections are clearly articulated, at least three outside sources from that area are fully incorporated, and compare/contrast to sociology of are made through a well-developed argument. Show how those contexts might challenge/extend theories presented.

12- Student identifies an area of interest outside the scope of this class (e.g., criminal justice, medicine, counseling psychology) that would benefit from their observations. They incorporate sources to support their argument, but connections are tenuous or not fully explained.

9- Student identifies an area of interest outside the scope of this class (e.g., criminal justice, medicine, counseling psychology) that would benefit from their observations. They use some sources to support their case, but it is not a well developed argument. Outside sources might be misunderstood or misused.

6- Student identifies an area of interest outside the scope of this class (e.g., criminal justice, medicine, counseling psychology) that would benefit from their observations but uses anecdotal evidence to support their case.

3- Student identifies outside contexts, but doesn’t develop any ideas about how they actually connect. No sources.

0- No outside area identified.