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| **Drugs in U.S. Society** |  | **University of Colorado Boulder** |
| **SOCY 2034-200** | ***Class Syllabus*** | **Summer (B-Term) 2016** |

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Course Overview

Class meets Monday through Friday from 12:45pm to 2:20pm, July 5 to August 5 (B-term) in [Ketchum 1B71](http://www.colorado.edu/campusmap/map.html?bldg=KTCH).

This course is an introduction to the sociology of drugs in U.S. society. It is not a *D.A.R.E.*, or “just say no” class, but neither is it a “how to” course. The course approaches study of drugs (both legal and illegal) primarily from a social constructionist perspective. This means we will focus on the social, cultural, political, and economic contingencies that shape our understanding of drug use and regulation. We will discuss how our preconceived beliefs and personal experiences with drugs are socially constructed; how social order and the control of drugs has been established and maintained; how culture and history influence perceptions of drugs; and how societal norms, values, and ideas concerning drugs are created and perpetuated.

The world of drugs is complicated and complex. The ingestion of substances for purposes of altering consciousness has been practiced in virtually all human cultures throughout history. Sometimes this has resulted in problems but sometimes not, depending on how a society defines and deals with drug use and citizen welfare. Topics include a review of the various perspectives on drug use today and throughout history, including the leading theories on why drugs have been a part of the human experience since before we were human. We'll study the social correlates of drug use, focusing on differences between racial-ethnic groups, social class, genders, and age cohorts – as they say, to each there own! We’ll explore various aspects of sundry “drug lifestyles” with a focus on managing drug use, and the economics of drugs, including the business of selling drugs, and the crime and violence that plagues the industry. Finally, we learn of the societal responses to drug use, including education, treatment, and the law, including the now infamous “war on drugs”.

***A Word of Caution!***In this class, we will be discussing issues that are likely to make some people uncomfortable. Since the course is taught primarily from a sociological, social constructionist perspective, we will closely attend to the way beliefs and experiences with drugs vary across time and cultures, and means different things to different people based on their social statuses. You will be presented with, and asked to discuss, perspectives and topics that are critical of deeply cherished and widely-valued beliefs and norms. You will be asked to think critically and reflexively and about “our” society, its norms, its drugs and *YOUR role* in it all.And while I understand that at times you may feel uncomfortable, you are, *at all times,* expected to respectfully consider the ideas presented (by me as well as classmates) and discuss them in a calm, kind, and academic manner. It is entirely appropriate to disagree with ideas, but it is not appropriate to personally attack those with whom you disagree. Also, class discussions (both verbal and written) are confidential and should not be shared outside of class. What is said in class, stays in class. A respectful classroom environment will facilitate more lively discussions and afford a richer learning experience for all of us.

***What to expect in class:*** Class meetings are confidently modeled after a graduate-level seminar, and thus, intended to be an occasion to think, write, and learn from one another. It is NOT a time to sit-back-and-take-notes-for-the-exam as I “profess”[[1]](#endnote-1) all that I know about drugs. Rather than “[professor](http://en.wikipedia.org/wiki/Professor#Tasks)”, I see my primarily role in class as that of a “coach” of sorts. Unlike professing, coaching is a *partnership* in which we *work together toward a common goal* (making sure you earn an A!). Like all coaches, my role is to *motivate* and *assist* you in developing new, and improving upon existing, skills, competencies, and expertise. As a coach, I will provide sociological expertise, pedagogical support, critique/criticism and suggestions for improvement ([Spouse 2005](http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/05.pdf)). As the coached, you are expected fully participate in the class by *actively* reading, writing, and talking about the course topics.[[2]](#endnote-2)

***Course Learning Objectives:*** *Upon completion of the course, you should be able to:*

1. Examine the current and historical cultural patterns of drug use in U.S. society. The emphasis will be on providing a theoretical understanding of the initiation, use, and misuse of psychoactive substances.
2. Investigate the social problem aspect of drugs in society. How are drugs defined as social problems and made salient in the public imagination? How does society choose which drugs to treat as social problems?
3. Study the laws and public policies intended to solve the social problem of drugs. What are the intended versus the real life effects of current laws and policies intended to curb drug use among the population?
4. Review the many treatment and prevention approaches currently used in society. What are the treatment and prevention strategies used today? How does the definition of this social problem affect our approach to it? What kinds of programs are successful and why?

**Class Requirements & Policies**

1. **Textbooks** *– both books are required*

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| Erich Goode*Drugs in American Society, 9th edition* (2015)<http://www.mheducation.com/highered/product/drugs-american-society-goode/0078026598.html>  | Adler, Adler & O’Brien*Drugs and the American Dream: An Anthology* (2012)<http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002866.html> |

1. **Computers and Educational Technology**

It is your responsibility to make sure that you can access, and know how to use, your university-established email account (@colorado.edu), [D2L](https://learn.colorado.edu/) and [CUClickers](http://www.colorado.edu/oit/services/teaching-learning-tools/cuclickers/help/instructor-technological/help-students)). If you are unfamiliar with these technologies, please take the time in the first week of class to learn to use them.[[3]](#endnote-3) You are also required to have regular access to a computer that has the capability to access the Internet. Additionally, you must have access to a word processing program such as Microsoft’s *Word* as well as program capable of displaying Adobe Acrobat files *(“.pdf’s”)* such as Adobe’s *Reader* or Apple’s *Preview* in order to view course materials.

You are permitted to use a laptop or tablet computer in class so long as its use facilitates your learning and is not a distraction to you or your classmates. To ensure such, I may ask you to sit in a particular area of the room if using a computer. I ask that phones and all other electronic devices be silenced and put away during class.

1. **Communication**

I use a combination of in-class announcements, email, and D2L to communicate important information and distribute course materials to the class as a whole. I useemail and office hours, to communicate with individuals and small groups. I intend to check my email each weekday, and to reply to every message received, to at least acknowledge its receipt, within 24 hours. Similarly, I suggest that you check D2L and your email daily throughout the term. **You are responsible for all information communicated through these means.**

I am available to discuss the readings, your participation, writing assignments, the course content, college in general, and/or any other issue(s) with which you think I can be of help. Some questions and conversations, such as those involving confidential information (e.g. scores and grades), detailed explanations and nuanced distinctions are best communicated in person. In such cases, I’ll ask you to see me in person during office hours or just before/after class.[[4]](#endnote-4) I encourage the use of a number of communication technologies to facilitate “virtual” office hours. In addition to communication in class and email, I suggest that you consider 1) scheduling a phone call, 2) “chatting” via instant messaging, 3) videoconferencing (via [Skype](http://www.skype.com/intl/en-us/get-skype/on-your-computer/windows/), Google Hangouts, etc.), and/or arranging to meet with me in person (my favorite!). Since these are all [synchronous forms of interaction](http://en.wikipedia.org/wiki/Asynchronous_learning), I ask for a minimum of 24 hours (but prefer 2 to 3 days) advance notice when scheduling meetings.

1. **Attendance and Participation**

Consistent attendance and full participation in class is ESSENTIAL and I cannot stress strongly enough the importance of staying fully engaged in class! In effort to encourage and reward attendance and participation, there will an opportunity to earn points every class meeting. Additionally, your attendance record will be considered in decisions regarding deadline extensions, alternative assignments and “bumping” final grades. Although emails with simple explanations are appreciated, there is no need to provide me with any sort of “official excuse” for missing a class as the consequences and the “make up” procedure is the same regardless of the reason. Should you miss a class, be sure to remember that ***you are still responsible for all announcements and material covered.***

You are asked to review CU Boulder’s [Final Examination Policy](http://www.colorado.edu/policies/final-examination-policy), and let me know of any conflicts as soon as they become known.

You are *strongly* encouraged to work on the class assignments in frequent, short, work sessions (*daily* is recommended), rather than occasional marathon cram sessions. Given that this is a summer class and meets daily, it is strongly suggested be prepared to dedicate about 6 hours per day to your course work.[[5]](#endnote-5)

Finally, be aware that CU-Boulder requires that you attend class regularly during the first two weeks to ensure your place in the class; students that do not may be administratively dropped from the class to make room for those on the waitlist.[[6]](#endnote-6)

1. **Due Dates and Deadlines**

Though I do my best to minimize strict deadlines, the course does include a few. In such cases, ***I reserve the right to refuse any late assignment!*** However, with that being said, there are obviously some good reasons for missing a deadline and/or requesting an alternative assignment. Should you miss an assignment deadline, contact me with an explanation ASAP, or even better, *in advance*. I believe “good reasons” for granting alternate assignments and extensions include (for example) a serious illness (and I may ask you for a doctor’s note), the illness of a dependent family member such as a child, a death in your family and *unexpected* changes in your work schedule (and I may ask you for a note from your boss). Those situations that I do not consider “good reasons” include (for example) computer problems, the inability to use D2L, traffic, and conflicts with known commitments such as work, other classes and the need to sleep. Regardless of the reason why, ***ALL extensions to deadlines, arrangements for alternative assignments and/or other accommodations*** must be requested in writing (i.e. email) and agreed upon by me to be considered “approved”.

1. **Academic Integrity**

Please, let’s make this non-issue! All CU Boulder students are responsible for knowing and adhering to the [academic integrity policy](http://www.colorado.edu/policies/academic-integrity-policy) and [Honor Code](http://honorcode.colorado.edu/sites/default/files/student%20rights%287%29.pdf). Violations of this policy includes but is not limited to: cheating, plagiarism,[[7]](#endnote-7) aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the proper authorities. 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).Academic dishonesty is a serious offense at CU Boulder because it diminishes the quality of the scholarship and learning experience for everyone on campus. For **more information:** <http://honorcode.colorado.edu/forms-resources>

1. **Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. “Disruption”, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to: persistently speaking without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited. For more information: <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior>

To be clear, our classroom (both real and virtual) is a **Hate Free Zone!** Threatening and disrespectful comments will not be tolerated. Toward such ends, you are expected to constructively criticize *ideas – never people!* Additionally, [*ad hominem*](http://en.wikipedia.org/wiki/Ad_hominem) arguments should be avoided and additional sensitivity and respect given when dealing with essential elements of “our selves” such as age, class, ethnicity, gender, nationality, race, religion and sexuality. ***Persistent and/or particularly egregious violations will be cause for disciplinary action which may include being asked to leave the class, receiving a failing grade for the course, or being reported to university authorities if need be.***

**Assignments, Scoring & Grading Scheme**

The most notable feature of the course assignment, scoring and grading scheme is (with the exception of the Final Assignment) the absence of one-time, high-stakes assignments, and thus scores. Rather, your grade will primarily be based on a variety of smaller, low-score assignments. Below you'll find a ***brief overview*** of each *type* of assignment offered this semester. However, **these are not complete assignment guidelines!** In addition to the following overviews, and for your convenience, detailed stand-alone *Assignment Guidelines & Scoring Criteria* are found on D2L and considered a part of this class Syllabus. Your continued enrollment in class is taken as indication of your understanding and agreement with these guidelines.

1. **Readings and Lectures:** The course features a number of Readings and Lectures that serve as the primary means of instruction. Though there is no score associated with simply completing the Readings or attending a Lecture, they are an important prerequisite for the completion of In-Class and Out-of-Class Participation Assignments – which are scored. You are expected to complete the readings in advance of the class meeting with which specific readings are associated, and bring the source of the reading (textbook, print-out, computer, etc.) to the class meeting.

**~~Reading Quizzes and “Take Home” Tests~~:** There are no required quizzes or exams!

1. **Class Meetings and In-Class Participation Assignments:** *Every* class meeting will include the opportunity to earn 5 to 20 points (and 300 points in all) by completing one or more learning activities, such as (but not limited to) discrete-answer, quiz-like assignments; Clicker questions; individual, in-class writing assignments; and/or, small-group/collaborative learning activities and discussions. Given the emphasis placed on student-centered discussion and activities, you will frequently be assigned to Collaborative Learning Groups (or “CLGs”) of 3-7 classmates, and expected to work together to complete In-Class Participation Assignments. ***All* *In-class Participation Assignments require attendance and will NOT accepted otherwise.***
2. **Out-of-Class Participation Assignments:** You should think of the Out-of-Class Participation Assignments as a “cafeteria-style” opportunity to earn points in addition to In-Class Participation Assignments. The assignment is meant to build accommodations into the course scoring and grading scheme, while allowing you to capitalize on your strengths by expecting you to participate in those sorts of assignments in which you have an interest. Out-of-Class Participation Assignments are due within a generous range of dates (to be determined and announced in class), and you are not required to complete any *specific* assignment (or any at all), although it may not be possible to earn the points sufficient to obtain your desired grade without completing several. Out-of-Class Participation Assignments are the primary way of both “making up” for missing In-Class Participation Assignments as well as earning “extra credit” to off-set less than perfect In-Class Participation Assignment and Final Assignment scores. Total Out-of-Class Participation Assignment scores are capped at 150 points, ½ the value of total In-Class Participation Scores.
3. **The Final Assignment**: Lastly, you are expected to complete a Final Assignment that will include both a cumulative exam covering the entirety of the course material, as well as, an opportunity to divergently demonstration your learning. The Final Assignment is meant to facilitate your (re)consideration of the class as a whole in terms of what you’ve learned and its relevance for your personal, day-to-day life. Unlike the other assignments, **the Final Assignment is required!** **Failure to complete the Final Assignment will result in a grade of F regardless o**f the amount of points earned during the semester.

*Assignment Scoring Summary*

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| In-Class PAs | 300 pts | (24 x 12.5) |
| Out-of-Class PAs | 0 pts | (Bonus) |
| Final Assignment  | 100 pts |  |
|  | Total | 400 pts |  |

Final grades are assigned only once, at the very end of the class. Once everyone’s total/final *score* has been calculated, I assign “whole-letter” *grades* based upon the conventional 60/70/80/90 scale, and then use a “curve” (based on rank and z-scores) to determine the +/– “bump”. In other words, I use a combination of conventional grading norms, as well as, various deviation scores to ensure what I believe is a “fair” distribution of grades. Since final scores are not known until after class is complete, I offer the flowing “grade guarantees” in hopes of allaying the potential anxiety associated with not precisely knowing your grade before it’s too late.

* Guaranteed A+ for final scores greater than or equal to 380 points (95%)
* Guaranteed B− for final scores greater than the class average.[[8]](#endnote-8)
* Guaranteed D− (you’ll pass) for final scores greater than 240 points (60%)
* I will consider requests for a grade of Incomplete (I) only if an agreed upon terms have ***in writing* by Friday August 5, 2016.**
* Please do your best to keep a copy of everything you submit (even online). Little if anything can be done to resolve scoring disputes without referring to the assignment in question. In the case that a disputed score cannot be confirmed by referring to the original assignment, the score on record will stand.

**Student Accommodations & Resources**

1. **Discrimination and Harassment:**CU Boulder’s [policies regarding discrimination and harassment](http://www.colorado.edu/policies/discrimination.html) apply to all students, faculty and staff. Any student, staff, or faculty member who believes that they has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at (303)492-2127 or the Office of Judicial Affairs at (303)492-5550. For more information: <http://www.colorado.edu/odh>.
2. **Disabilities:**If you qualify an accommodation due to a disability, please submit a letter from Disability Services detailing the nature of the accommodation as soon as possible so that your needs may be addressed. For more information, call 303-492-8671 or visit Disability Services in the Center for Community N200 and online @ <http://www.colorado.edu/disabilityservices>.
3. **Religious Observances:It is** CU Boulder’s and my own personal policy to make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled assignments and attendance. In order that I may do so, please submit to me a letter detailing any foreseen conflicts in a timely manner so that your needs may be addressed. For more information: <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>.
4. **University-sponsored athletics and activities:It is** my personal policy to make every effort to reasonably and fairly deal with all students who, due to participation in athletics and other University-sponsored activities (and in some cases work schedules), have conflicts with scheduled assignments or attendance. In order that I may do so, please submit to me a letter detailing any foreseen conflicts as soon as possible so that your needs may be addressed.
5. **Names and Class Rosters:** CU Boulder provides me with a class roster comprised of full, legal names only. I will gladly honor your request to address you by an alternate name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
6. **The Writing Center and ASAP:** All students are encouraged to explore the resources offered by CU Boulder’s [Academic Support Assistance Program](http://housing.colorado.edu/resources-tips/tutoring) **(ASAP)** and [The Writing Center](http://www.colorado.edu/pwr/writingcenter.html). The Writing Center, located in Norlin Commons, Room E111, can help you with any aspect of your writing, from generating ideas to supporting your arguments to organizing to editing for style. Meet one-to-one with a writing consultant for sound advice at ANY stage of your writing process. They teach you strategies to formulate and organize strong thesis statements, use and cite evidence appropriately, master style and grammar, and overcome writing anxiety. *Services are free to all CU students!* For more information, email wrtghelp@colorado.edu, or call 303-735-6906.
1. **ENDNOTES**

 … a relationship in which you (the student) would be expected uncritically accept what I profess to know (i.e. [Freire’s “banking model” of teaching](http://en.wikipedia.org/wiki/Paulo_Freire#Banking_model_of_education)) [↑](#endnote-ref-1)
2. The “three r’s” of a [Socratic seminar](http://en.wikipedia.org/wiki/Seminar): reading, ‘riting, and responding [↑](#endnote-ref-2)
3. Resources include:

1. Me! See me to make an appointment

2. Application-specific Help files

3. Trainings offered by the [Office of Information Technology](http://www.colorado.edu/oit/support-training)

4. And, [online tutorials](http://www.colorado.edu/oit/support-training/it-training/students/tutorials), [including D2L](http://www.colorado.edu/oit/services/teaching-learning-tools/desire2learn-d2l/help/student-support) [↑](#endnote-ref-3)
4. Beware that I will only discuss the question *“what did I miss?”* in office hours or briefly before/after class (that is, *not by email*). Please be sure to check [D2L](https://learn.colorado.edu/) and/or contact a classmate(s) for such information before coming to me. [↑](#endnote-ref-4)
5. According to convention, a 3 credit course assumes that you've received 45 hrs of “contact time” (traditionally, time spent in-class). Additionally, it is widely assumed that students should spend 2 to 3 hours *per hour spent in class* reading, writing and completing other assignments. **At a minimum, you should plan on devoting 6 hours per day to the class.**

[Click here for additional information on this academic convention](https://www.google.com/search?q=The+Ratio+of+Studying+to+Class+Time+in+College&sourceid=ie7&rls=com.microsoft:en-US:IE-Address&ie=&oe=&gws_rd=ssl) [↑](#endnote-ref-5)
6. You must attend class regularly to guarantee your place in a class during the first two weeks of the semester. If you fail to attend, you may be administratively dropped at the discretion of the department offering the course; however, this is not guaranteed. Check with your instructor regarding his or her specific policy regarding administrative drops for nonattendance. Check your schedule to confirm any and all drops. <http://www.colorado.edu/registrar/registration-grades/adddrop-courses> [↑](#endnote-ref-6)
7. The term “plagiarism” includes, but is not limited to, the use by paraphrase or direct quotations, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency that may or may not be engaged in the selling of term papers or other academic materials. [↑](#endnote-ref-7)
8. The [arithmetic mean](http://en.wikipedia.org/wiki/Arithmetic_mean) of the final scores of all enrolled and actively participating students [↑](#endnote-ref-8)