

**Department of Sociology**

<b>Instructor:</b>	<b>Dr. Elizabeth Withers</b>
<b>Office:</b>	Cramer Hall 217C
<b>Availability:</b>	In person office hours: Mon + Wed: 11:40 am - 12:45 pm Zoom or phone office hours by appointment
<b>Email:</b>	elizabew@pdx.edu
<b>Course Title:</b>	Alcohol & Other Drugs
<b>CRN:</b>	44595
<b>Credits:</b>	4
<b>Course Location:</b>	Karl Miller Center - Room 495
<b>Course Meeting Schedule:</b>	Mon + Wed: 10:15-11:20 - In person Fri: Asynchronous/Online

**Course Description**

This course is designed as a *sociological* investigation of drug use in America. As such, our focus will be on the *social* patterning of drug use and the related experiences of regulation, treatment, and general consequences/benefits of use. Topics covered include the different categories of drugs and their basic pharmacology, criminalization of drug use and the war on drugs, media portrayals of drugs and the people who use drugs, as well as social efforts to reform drug laws in terms of legalization, decriminalization, and harm reduction programs. This is neither a “just say no” nor a “how to” course. Rather, the aim here is to explore drug use in all of its complexity with a critical analysis of the prevalence of misinformation regarding drugs and drug use, as well as the function and repercussions of such misinformation.

**Course Format and Expectations**

This is a hybrid course involving both in-person and online learning and participation. The two in-person classes each week will be used for a combination of lecture, small and large group discussions, and participation in group and individual learning activities.

I believe that people learn in environments where they feel safe, included, and empowered. I have found that when students build relationships with classmates and collaborate with peers, we all engage with materials on a deeper level and learn a lot from one another. Developing a collaborative learning space is of the utmost importance to me and can only be achieved when we each come to class prepared to actively participate and engage with the course content and one another. Students are expected to come to class having read assigned reading and prepared to discuss the subject matter at hand.

I will work hard to foster an environment conducive to this sort of collaborative learning and expect each student to do the same. For some who often find themselves doing a lot of talking in class, this may mean working on creating space for others by doing more active listening. For those who are less eager to share in a classroom setting, it may mean working on becoming more comfortable speaking up and sharing your insights, if not in the large group discussions, then perhaps in the small group work.

No racism, sexism, classism, homophobia, transphobia, ableism or any other hate speech/intimidation will be tolerated.

The weekly online learning will include a combination of reading quizzes and discussion responses as well as viewing online videos and other relevant course materials and will be completed asynchronously. In the case that I am unable to conduct a class in-person I will contact you via Canvas. In these instances you may be asked to view a recorded lecture or to complete an online learning activity.

## **Required Materials**

### Books:

Goode, Erich. 2020. *Drugs in American Society*, 10th ed. New York: McGraw Hill.

Hart, Carl L. 2021. *Drug use for Grown-Ups: Chasing Liberty in the Land of Fear*. New York: Penguin Press.

I will put both of the required texts on reserve in the library.

While we will be using the 10th edition of the textbook listed above, I am aware that it is *very* expensive and I do not want the course to be a financial burden to students. I have found this edition for rent at a much lower price point at:

<https://www.ecampus.com/looseleaf-drugs-american-society-10th/bk/9781260690446>

There is also a much cheaper 9th edition of the text available. There are some slight differences in the chapters but the overall content is comparable. If you chose to buy or rent the earlier edition, feel free to check in with me regarding the scheduled reading assignments if you have any questions or concerns.

### Technology:

This course requires students to regularly access the course site on Canvas. Course announcements, materials, discussions, assignments, and quizzes will all be posted/administered via the course site. It is vital that students have the technology and connection needed to check the site on a daily basis. Furthermore, as a hybrid format utilizing online asynchronous learning throughout the term, this course requires that students have both the internet access and digital literacy skills needed to navigate/search the web, use email, attach and upload documents, and download and save files.

Students are welcome to use any devices they find helpful or supportive of their learning during the in-person classes. Further, if you find yourself receiving an important call or text during class please feel free to quietly excuse yourself to attend to it.

## Course Requirements

I have tried to design this course to be both rigorous and achievable. According to PSU's Academic Planning page students should expect to be in class for one hour and study outside of class for 2-3 hours for every credit taken. As a 4 credit course that means you should expect to work outside of class time for about 8-12 hours per week. When planning for this course I have taken these time frames into account and believe you should each be able to complete the weekly reading and assignments reasonably within that time. That said, if you find that you are struggling to complete the reading and assignments within 12 hours each week please feel free to reach out and we can discuss a plan of action.

### Class Participation (30%)

As mentioned above, class participation is a major component of the class and therefore corresponds with a large percentage of your final grade. As a 300 level course there is a lot of reading assigned and coming to class having completed the reading is essential for participation. Your participation grade will be based on your level of preparedness for the class, your large group discussion participation, your small group discussion leadership and participation as well as a number of in-class learning activities. These will vary in form but may include written reflections, partner activities, games, video responses, etc. These assignments will be pass/fail and will make up half of the overall class participation grade.

### Weekly Reading Quiz / Discussion Question Response (30%)

During weeks 1 - 7 there will be a multiple choice reading quiz covering that week's reading. These quizzes are open material and there is no limit to the number of attempts you make. During week 8-10 there will be a discussion question posted to a Canvas discussion board. You will be asked to respond to the prompt as well as one other classmate's post. More detail regarding the requirements for the discussion question responses will be provided in class and on Canvas.

### Artefact Project (25%)

For this assignment you will be asked to develop a project that produces an "artefact".

ar● ti● fact

noun: artefact

an object made by a human being, typically an item of cultural or historical interest.

One theme that comes up repeatedly in this course is how drugs and the people who use them are portrayed by others, often in dangerously misleading ways. The purpose of this "artefact" should be to combat, expose, or explore some form of misinformation regarding drugs and/or people who use drugs. For example, you may decide to provide information, analysis, insight, food for thought, commentary or satirical content about a drug-related issue or topic. The actual artefact itself may take on any form you like and I encourage you to be creative! Some ideas include an op-ed, case study, multimedia presentation, infographic, zine, podcast, video, blog post, or some other format that you come up with. This assignment may be completed individually, with a partner, or in a small group. You will be presenting your artefact to the class during weeks 8, 9, & 10. More detailed information about the assignment will be provided in class and on canvas as well as instructions for working with others and signing up for presentation dates.

### Position Paper (15%)

Your final will be in the form of a position paper on the topic of your choice around drug use in the U.S. The goal of this paper is to argue for a political policy outcome by drawing on the findings of peer-reviewed research that support your position. In doing so, you should address the social, economic, and health outcomes that your policy reform would affect. Additionally, you will need to include a discussion of any major counter arguments to the position for which you are advocating.

### **Course Attendance and Make-up Policies**

Attendance and participation will be essential for doing well in the course, for maintaining a vibrant and engaging learning environment, and most importantly, for developing a working understanding of the concepts and perspectives. That said, these are unprecedented times and we are each faced with unique challenges and barriers. I have built in flexibility to this course as a way of acknowledging these challenges and I ask that you use these allowances only when needed. I will not take attendance and will accept in-class assignments on missed class days to be completed remotely. Additionally, I will accept all late work for full credit.

### **Flexibility Statement**

I reserve the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations. Around halfway through the course I will conduct an anonymous survey asking students what they like and what they would like to see change in the class.

### **In-Person Learning During COVID-19**

To create a safe in-person learning environment all students and instructors must follow the University's COVID-19 rules and procedures that are in place at any given time during the term for classrooms. You must wear a mask at all times while in class.

Generally, students are expected to attend all class sessions however, students who feel unwell or have a temperature above 100 degrees should NOT attend class in person. Please inform me of your absence via email so that we may make a plan for missed work.

Students who must be in quarantine or isolation due to their own symptoms or exposure to someone with COVID-19 should also contact me as soon as possible to work out details for keeping up with the course material remotely while in quarantine or isolation.

Please note, should the I test positive for COVID-19, even without symptoms, the course will be temporarily conducted remotely. Should the I be unable to teach for an extended period of time, the respective department or unit will find a substitute to continue the course either in person or online.

**Course Calendar/Schedule** (*subject to change*)

All reading assignments must be completed prior to the class they are assigned. For example, Ch.1 An Introduction to Drug Use should be completed before the second class of the term on Wednesday, January<sup>5th</sup>.

Week	Date	Reading & Course Schedule
Week 1	Jan 3	<i>Syllabus</i> & Introductions
	Jan 5	Ch. 1 An Introduction to Drug Use
	Jan 7	Quiz 1
Week 2	Jan 10	Ch. 2 A History of Drug Use
	Jan 12	Ch. 3 A History of the War on Drugs
	Jan 14	Quiz 2
Week 3	Jan 17	<i>MLK Holiday - No class or assigned reading</i>
	Jan 19	Ch. 4 Why do People Use Drugs
	Jan 21	Quiz 3
Week 4	Jan 24	Ch. 5 Drugs in the Media
	Jan 26	Ch. 6 Alcohol and Tobacco
	Jan 28	Quiz 4
Week 5	Jan 31	Ch. 7 Marijuana, LSD, Club Drugs
	Feb 2	Ch. 8 Cocaine and the Amphetamines
	Feb 4	Quiz 5
Week 6	Feb 7	Ch. 9 - Heroin and the Opiates
	Feb 9	Ch. 10 Drug Trafficking
	Feb 11	Quiz 6
Week 7	Feb 14	Ch. 11 Drugs and Crime & Ch. 12 Drug Laws, Drug Treatment
	Feb 16	Ch. 13 Legalization Decriminalization, and Harm Reduction
	Feb 18	Quiz 7
Week 8	Feb 21	Author's note + Prologue: Time to Grow Up & Ch. 1 The War on Us: How We Got in This Mess
	Feb 23	Ch. 2 Get Out of the Closet: Stop Behaving Like Children & Ch. 3 Beyond the Harms of Harm Reduction
	Feb 25	Discussion Question Response 1
Week 9	Feb 28	Ch. 4 Drug Addiction Is Not a Brain Disease & Ch. 5 Amphetamines: Empathy, Energy, and Ecstasy
	Mar 2	Ch. 6 Novel Psychoactive Substances: Searching for a Pure Bliss & Ch. 7 Cannabis: Sprouting the Seeds of Freedom
	Mar 4	Discussion Question Response 2
Week 10	Mar 7	Ch. 8 Psychedelics: We Are One & Ch. 9 Cocaine: Everybody Loves the Sunshine
	Mar 9	Ch. 10 Dope Science: The Truth about Opioids & Epilogue: The Journey
	Mar 11	Discussion Question Response 3
Week 11	Mar 16	Position Paper Due by 12:05 PM Wednesday, March 16th

## PSU Policies and Resources

### Academics

#### *PSU Grading System*

Undergraduate:

<http://pdx.smartcatalogiq.com/2021-2022/Bulletin/Undergraduate-Studies/Grading-System-for-Undergraduates>

Drop/Withdraw Deadline:

<http://pdx.smartcatalogiq.com/en/2021-2022/Bulletin/Academic-Calendar>

#### *Academic Integrity*

Academic integrity is a vital part of the educational experience at PSU. Please see the [PSU Student Code of Conduct](#) for the university's policy on academic dishonesty. A confirmed violation of that Code in this course may result in failure of the course.

#### *Incomplete Policy*

Students do not have a right to receive or demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.

Eligibility Criteria:

1. Required satisfactory course completion/participation.
2. Reasonable justification for the request.
3. Incomplete grade is not a substitute for a poor grade.
4. Written agreement. (See [Incomplete Contract](#))
5. Resolving the Incomplete.

For the full Incomplete Policy see

<https://www.pdx.edu/registration/grading-system#/?section=incompletegradei>

### Student Services

#### *Disability Access Statement*

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/disability-resource-center/> .

#### *Safe Campus Statement*

Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>

### *Student Food Security*

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Committee for Improving Student Food Security for support at [foodhelp@pdx.edu](mailto:foodhelp@pdx.edu). Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

### *Title IX Reporting*

As an instructor, students frequently come to me for assistance in matters that are not related to the course material. Please be aware that PSU's policies require instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to University Officials, who keep the information private. If you would rather share information about these experiences with a PSU staff member who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources.

- Confidential Advocates: 503.894.7982, or by [scheduling online](#) (for matters regarding sexual harassment and sexual and relationship violence)
- Center for Student Health and Counseling ([SHAC](#)): 1880 SW 6th Ave, 503.725.2800
- [Student Legal Services](#): 1825 SW Broadway, (SMSU) M343, 503.725.4556 For more information, please complete the required student module Understanding Sexual Misconduct and Resources in D2L.

[PSU Sexual Misconduct Response website](#) gives you comprehensive information about how to support and/or report an incident.

Please complete the required student module [Understanding Sexual Misconduct and Resources](#) in Canvas, which provides information about PSU policy and resources.

### *Cultural Resource Centers*

The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian program. We provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. All are welcome!

### **Technology**

We may use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the [Acceptable Use Policy](#) and PSU's [Student Code of Conduct](#). A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**