
Drugs and Society
SOCY 2034-001

Fall Semester 2006
University of Colorado at Boulder
BESC 185, T/TH, 2 – 3:15 pm

Instructor: Angel Hoekstra
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Office Hours: Mondays, Noon – 2pm, Ketchum 8

Course Description: This course provides an introduction to various sociological perspectives regarding drug use. The use of chemical substances for the purpose of healing the body or altering subjective consciousness has been practiced in many cultures throughout human history. This course addresses a variety of phenomena related to the use of drugs in society, with specific focus upon these processes in American culture.

Contrary to conventional wisdom, the mere use of a drug does not necessarily imply drug “abuse.” Instead, the amount or frequency of drug use considered to constitute “abuse” is socially defined: impressions of use and abuse change over time and across human societies. The social costs of the use of legal drugs in America – such as alcohol and nicotine, for example – often surpass the costs incurred by the use of illegal drugs. Yet many Americans tend to assume that the use of alcohol or tobacco products is “normal” (if still unhealthy), while the use of illegal drugs is dangerous or “deviant.” Of course, other cultures also have their own sets of beliefs regarding particular drugs and their use, abuse, and sanctions.

This course is not designed to promote or condemn drug use, but instead to find a balance between “Just say NO” and “Just say KNOW.” We will work to develop a critical perspective for the ways in which various drugs impact society. In addition to gaining sociological knowledge regarding drug use, it is hoped that we will be able to attain a few supplementary goals, such as to form a productive and enjoyable learning community.

Expectations: You are responsible for all material presented in class, in the textbooks, and in supplemental readings posted on course reserve. I will sometimes refer to specific pages from your readings during lecture, so I suggest that you bring your materials to class with you whenever you are able to do so. In class, I will actively work to help you all form a comfortable learning community where all students can feel connected to the larger group. Therefore, please be respectful of your fellow classmates and do not disrupt their ability to learn: please do not arrive late, leave early without prior permission from me, talk “off topic” during class, or engage in any other behavior that is distracting or disrespectful to others.

Attendance: As this class meets only twice a week, we will have a lot to do each day. I will take attendance every day for the first two weeks (in order to determine who is attending and who can be dropped to let in waitlisted students) and then randomly thereafter. Because I believe that one of the best ways to assure a good grade in any course is to read ahead and attend class regularly, I include attendance and participation as a component of your course grade. It is important to me to reward students who demonstrate commitment by reading, attending, and participating in class.

You are permitted *one excused absence* from this class. An excused absence is *arranged by email, prior to missing class*, with me. If you are sick and cannot make it to your email, you may bring a doctor's note and then you will be allowed to make up any work due on the day you missed. Absences for any other reason will be considered unexcused, and you will not be allowed to make-up work due that day. Note: the excused absence policy applies strictly to in-class assignments, such as learning goal evaluations.

Also, please do your best to remember to turn off your cell phone!

Make-ups: All quizzes must be taken on the day and time that they are scheduled unless an excused absence has been arranged or some extenuating circumstance arises. The final exam is required and you must take it on the day and time it is scheduled. *The final exam cannot be taken early or late: any student who fails to take the final exam will fail the course.* Please carefully examine the calendar provided for this course: If you find that you have a scheduling conflict that may result in your missing one of the course quizzes, you may want to consider dropping the course. If you cannot be present during the final exam on Dec. 20 (note that this is really close to Christmas!), you will need to drop the course.

Themes to be explored in Drugs & Society

- Unit 1- Sociological Examinations of Use and Abuse**
History of and Theoretical Explanations for Drug Use
- Unit 2- Drug Subcultures and Social Constructions of Drug Use**
Caffeine, Nicotine, Alcohol, Marijuana
- Unit 3- Drugs, Crime, & Violence**
Influences of Race and Gender, "Harder" Drugs
- Unit 4- Legal Responses, Treatment, and Policy in the 21st Century**
Arguments for and against legalization, use in moderation

Course Grade Composition

Quizzes to Assess Content Learning	180
• 3 x 60 possible points per quiz	
Final Exam – Dec. 20	100
• In our classroom, BESC 185	
• ½ on last section of course material, ½ cumulative	
Short Papers:	
• Paper 1: Letter to a Friend	20
• Paper 2: Response Paper	100
Written assessments of progress toward learning goals (2 x 30 possible points per assessment)	60
Individual Student Attendance and Participation	40
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Total possible points	500

Grade Point Breakdown

A	460/500	92% or higher
A-	445/500	89%
B+	430/500	86%
B	410/500	82%
B-	395/500	79%
C+	380/500	76%
C	360/500	72%
C-	345/500	69%
D	over 300	60%
F	under 300	

Important Dates

Quiz #1:	Tuesday, September 19
Quiz #2:	Tuesday, October 17
Quiz #3:	Thursday, November 16
Final Exam:	Wednesday, Dec. 20, 10:30am – 1pm

Learning Goal Evaluation #1:	Tuesday, September 26
Learning Goal Evaluation #2:	Thursday, October 26

Although I do not expect to have to do so, this syllabus is subject to change by the instructor should modifications be necessary.

Learning Goals for Drugs and Society

- 1) Foster a safe and productive learning community.

Mechanisms for Assessment:

- I. Develop a community where students can feel comfortable, valued, and secure in the class learning environment.
- II. Encourage appreciation for the diversity of opinions that results from having multiple participants in the class community.
- III. Learn to trust one another in discussion: Begin to value the verbal comments and opinions of other students; do away with the notion that what the instructor has to say is automatically more valuable or insightful than what your peers have to say.

- 2) Encourage each of you to develop your writing skills in order to prepare you for future courses and/or life experiences.

Mechanisms for assessment:

- I. Develop the writing skills necessary to clearly and concisely convey ideas.
- II. Work to “make connections” between reading material and your own experiences by writing in depth about a specific drug of interest to you.

- 3) Cultivate critical consumers.

Mechanisms for assessment:

- I. Gain practice at identifying and evaluating claims about drugs conveyed in contemporary forms of media such as films, advertisements, and course readings.
- II. Identify various ways in which sociological concepts are practical: useful for understanding the experiences you have in your work and/or personal life.

- 4) Provide valuable information about particular drugs and their potential impacts to encourage students to make more informed choices regarding beliefs about and/or use of drugs.

Mechanisms for assessment:

- I. Offer supplementary information at times in lecture about the physical, emotional, and psychological impacts of particular drugs.
- II. View film depictions of drug use, abuse, and potential consequences in order to foster critical discussion regarding the social construction of drug use.

Required Texts:

The Sociology of American Drug Use. 2004. SADU
Charles Faupel, Alan Horowitz, and Greg Weaver; McGraw Hill Publishers.

The American Drug Scene, 4th Ed. 2004. ADS
James Inciardi and Karen McElrath; Roxbury Publishers.

Recommended Text:

Buzzed: The Straight Facts about the Most Used and Abused Drugs from
Alcohol to Ecstasy, 2nd Ed. 2003.
Cynthia Kuhn, Scott Swartzwelder, and Wilkie Wilson; WW Norton & Company.

Additional Supplementary Readings Posted on Course Reserve: RDG

1. BUZZED: Introduction and “Just Say Know,” pgs. 15 – 28
2. Taking Sides (T/S) - #6 (LeGrand: Theory of Abuse as Disease)
3. Taking Sides (T/S) - #11 (Men’s Health: Caffeine)
4. Taking Sides (T/S) - #8 (Levy: Nicotine)
5. Saying Yes – Chapter 3 on Marijuana, “Going Nowhere”
6. Taking Sides (T/S) - #9 (Nadelman: Marijuana)
7. Taking Sides (T/S) - #3 (Dee: Alcohol)
8. Saying Yes – Chapter 6 on Violence, “Killer Drugs”
9. BUZZED – Chapter 12 (Stimulants)
10. Saying Yes – Conclusion, “Managing Moderation”

To find articles on course reserve:

1. **Go to the CU Chinook University Libraries website**
2. **Click on Course Reserves**
3. **Click on By Instructor- enter “Hoekstra” OR
Click on By Course- enter “SOCY 2034” and then click on Hoekstra**
4. **The site will then allow you to view the articles**
5. **You will be asked to enter your student login name and password in order to view the documents.**
6. **I suggest that you print out the documents so that you may write notes while you read, but you can read them on the computer screen if you want.**
7. **Be sure to try and find these articles early... doing so at the library on campus will ensure that the website is up and working.**

Course Components in Detail...

Course Quizzes and the Final Exam

Quizzes are each worth 60 points; the final quiz is worth 100 points. Format is multiple choice, true/false, and fill in the blank; at times short answer questions may be included.

Paper Assignments:

#1 - "Letter to a Friend" Introduction to the Instructor

In order to gain some initial understanding of who you are as an individual, each of you will write a brief "letter" that provides me with some background information about your interests and what you hope to learn in this class. Letters are to be typed and are due in class on *Thursday, September 7th*. Assignment instructions at the end of syllabus.

#2 - Response Paper

In this essay you will address some aspect of drug use and its sociological implications in greater depth by writing about one particular drug of interest to you. This assignment comprises a large portion of your grade, but I offer flexibility both on the topic and the due date of your paper. See the instructions at the end of the syllabus for more detail.

Assessments of Progress toward Learning Goals

Twice during this course you will evaluate how well you believe that we as a learning community are achieving the goals of the course. In addition to evaluating community learning goals, you will develop two individual learning goals that you will turn in to me (within the "letter to a friend assignment") that you will also evaluate. This exercise is completed *in class* twice throughout the semester; I will provide the rubric.

Attendance and Participation

Your total attendance and participation grade in this class is comprised of 40/500 points. Half of that total pertains to attendance, and the other half to participation in class. As mentioned above, you are permitted one excused absence. Following use of your excused absence, each further absence results in a deduction from your A&P score. The participation component derives from a consistent impression of your level of active (e.g. speaking in class, asking questions, participating in small group work) and passive (e.g. active listening, bringing completed readings with you) involvement in class.

Drugs and Society – Course Calendar – August /September

Note: The dates given for the required readings indicate *the date by which the readings should be completed*, NOT the date on which the reading should be read.

Mon	Tuesday	Wed	Thursday	Fri
8/28	8/29	8/30	8/31	9/1
AUG	First day of class: -Introductions, Syllabus -Learning goals		RDG: BUZZED (online)	
	9/5		9/7	
SEPT	SADU: Chap. 1		SADU: Chap. 2 <u>Letter to a Friend Due</u>	
	9/12		9/14	
	SADU: Chap. 4		ADS : #3 (Goode) RDG : T/S #6 (LeGrand)	
	9/19		9/21	
	<u>Quiz # 1</u>		SADU: Chap. 5	
	9/26		9/28	
	Caffeine RDG: T/S #11 (Men's Health) <u>Learning Goal Evaluation #1</u> (completed in class)		Nicotine ADS #10 (Nichter) RDG: T/S #8 (Levy)	

Drugs and Society- Course Calendar- October / November

Mon	Tuesday	W	Thursday	F
OCT	10/3 Marijuana RDG: Saying Yes, Chap. 3 <i>In class film clips: Marijuana</i>		10/5 ADS: #14 (Halnon) RDG: T/S #9 (Nadelmann)	
	10/10 Alcohol ADS: #7 (Siegal & Inciardi) ADS: #9 (Wechsler et. al)		10/12 RDG: T/S # 3 (Dee) <i>In class film clips: Alcohol Abuse</i>	
	10/17 <u>Quiz # 2</u>		10/19 Drugs, Crime & Violence SADU: Chap. 10	
	10/24 Paper 2, Group 1 Due ADS : #30 (Nurco et. al) ADS : #32 (Inciardi, Pottieger)		10/26 ADS: #33 (Maher & Daly) <u>Learning Goal Evaluation #2</u>	

Mon	Tuesday	W	Thursday	F
OCT	10/31 RDG : Saying Yes, Chap. 6 *** <i>In class film</i> ***		11/2 - Day off from Reading! ☺ - *** <i>Letter to the President</i> ***	
NOV	11/7 Stimulants RDG: Buzzed, Chap. 12		11/9 Paper 2, Group 2 Due Cocaine ADS: #21 (Inciardi & Surratt)	
	11/14 Methamphetamines ADS: #24 (Jenkins)		11/16 <u>Quiz # 3</u>	

Drugs and Society- Course Calendar- November / December

Mon	Tuesday	W	Thursday	F
-----	11/21 <i>Week of Thanksgiving</i>	---	11/23 <i>No classes: have a nice break!</i>	---
NOV	11/28 Paper 3, Group 3 Due Legal Responses SADU: Chap. 11		11/30 ADS: #34 (Rosenbaum) ADS: #38 (Nadelmann)	
DEC	12/5 Drug Treatment SADU: Chap. 12		12/7 Drug Policy in the 21 st Century SADU: Chap. 14	
	12/12 RDG: Saying Yes: Conclusion		12/14 ADS: #41 (Wilson)	

Final Exam: In our regular classroom, Wed. Dec. 20, 10:30 – 1pm

Miscellaneous:

1. The department of Sociology does not permit me to give student grades over email, so please do not email me inquiring about grades.
2. An excused absence is arranged in advance, *by email*, with me. If you notify me that you must miss class, but forget to email me about it, your absence will not be considered excused.
3. No make up quizzes will be administered in this class for any reason. If you miss a quiz and have not arranged to use your excused absence, you will take a zero for that quiz score.
4. Class begins promptly at 2pm and ends at 3:15pm, please do not leave early or arrive late without prior permission from me.
5. You may eat or drink during class provided that you do not disrupt the learning of your classmates. Please be respectful of those around you!

If you qualify for accommodations because of a **disability**, please submit to me a letter from Disability Services by July 10 so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of **religious obligations**, have conflicts with scheduled exams, assignments or required attendance. In this class, if you need to miss class for a religious holiday you will need to use your excused absence to make up any work you miss. http://www.colorado.edu/policies/fac_relig.html

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. Graduate Instructors 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. See policies at

www.colorado.edu/policies/classbehavior.html and at www.colorado.edu/studentaffairs/judicialaffairs/code.html#student

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; 303-725-2273). 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> and at <http://www.colorado.edu/academics/honorcode/>

The University of Colorado Policy on **sexual harassment** applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises that create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: <http://www.colorado.edu/sexualharassment/>

“Letter to a Friend”
Assignment for Paper 1
Introductory Letter to the Instructor

Please write a brief, informal letter telling me about you! As this first paper is informal, I will not be grading for grammar but please write clearly and provide detail. Thanks!

Section 1, provide IN ORDER and CENTERED at top of page:

Your full name as registered with CU
Your nickname or the name you prefer to be called
Your year (freshman, senior, etc.)
Your major/s
An email address that you will check regularly

Section 2, align to left as normal and answer each question in one paragraph:

Q 1: Why did you enroll in this course, or what do you hope to learn in Drugs & Society?

Q 2: What are some of your interests and/or hobbies?
(Favorite TV shows, sports, music, hobbies, social movements, religion, politics, etc.)

Section 3, devise two personal learning goals, and be specific...

Next, please devise two learning goals that you will strive to achieve in this course. You will evaluate your goals (along with our community goals) each time we conduct learning goal evaluations in class. Your goals may be designed to address your level of verbal participation in class, your attitude toward the comments of others during lecture, level of attendance, being on time, your performance on quizzes, your desire to come to office hours for help, etc. – anything you personally think you could improve upon as a student.

The point of devising these goals is to help you become a better participant within a learning community. Students confront a unique learning community in every class they take, but this fact is rarely given much attention. By drawing attention to your role in our classroom, I hope to help you find your personal “space” in the learning community.

Your learning goals should be specific to you: thus if you know yourself to be shy or generally uncomfortable with speaking in class, your goals will differ from someone who knows they are a regular classroom “talker.” You should write your learning goals such that they are **attainable** and **concrete** in nature. For example, the goal, “I want to speak regularly during class discussions” is not sufficient: **you need a clearly stated, concrete goal** such as, “I want to participate in class at least two times a week.”

Similarly, “I am a shy student, so I want to speak more during small group discussions,” is not sufficient because it is not as easy to assess as “I am a shy student, so I plan to try to speak at least once a week.” On the other hand, if you know yourself to be a regular contributor to class discussions and have observed in the past that at times some of your peers might think you raise your hand too often; you should design your goals with that knowledge in mind. The bottom line: write your goals clearly and concretely so that you will be able to assess them in one paragraph.

Please state each of your goals in one sentence form and keep a copy of these goals for yourself, as you will need them when we do learning goal evaluations in class.

Section 4, align left as normal and answer each question in one paragraph

Q 3: Do any components of this class (structure or assignments) seem awkward to you? (Are you worried about anything on the syllabus? Do you want further explanation as to why I have chosen to include a particular assignment? Does everything make sense?)

Q 4: Summarize in a few sentences the *response type* (which drug or topic you prefer) and *paper due date* that you plan to use for Paper 2.
(Stating a specific drug/topic does not “lock you in” to that drug/topic here, but simply gives me an idea of how many people plan to submit papers on each of the three due dates available. If you desire to change your drug/topic/due date as class progresses, please send me an email about it at least one week before your original due date arrives.)

Q 5: Is there anything else I should know pertaining to your performance in our class this semester? (Are you working, taking more than fifteen hours, do you have kids? etc.)

Section 5, last few instructions

- Your letter should be typed
- Maximum length: 2 pages
- You should indicate in this last section that you have read and agree to abide by the syllabus. State this in your own words and then sign the letter at the end.
- Submit your letter in Times New Roman, 12 point font, 1 ½ spacing
- Feel free to attach a picture of yourself if you want to! 😊

Assignment Instructions for Paper 2 Response Paper

In this paper you will address in greater depth one particular drug (or related topic) and its sociological implications. As this paper comprises a large portion of your grade, be sure to prepare in advance, proofread your paper, and read all instructions.

1) Choose your drug (or topic area) of interest...

As you can see below, your decision affects the date on which your paper is due. As all papers are due at least six weeks following the start of class, all papers will be graded with equal weight regardless of the topic (and accompanying due date) you choose.

<u>Paper 2, Group 1</u>	<u>Paper 2, Group 2</u>	<u>Paper 2, Group 3</u>
Caffeine	Crime	Cocaine/Crack
Nicotine	Violence	Ritalin/Adderall
Marijuana	Gender	Crystal Meth./ Ice
Alcohol	Race	Ephedrine
Due Oct. 24	Due Nov. 9	Due Nov. 28

2) Important information to help with your paper...

- Essays should be 3 - 4 pages and **must not exceed** four (4) pages in length.
- Responses must be **1 ½ spaced** in **Times New Roman**.
- Responses must be **12-point font** and utilize paragraph format.
- At top left of first page, place your student ID number (NOT your SSN).

Please DO NOT put your name on your paper, as this facilitates unbiased grading.

- Responses must be typed: no handwritten responses will be accepted.
- Responses will be graded for grammar, punctuation, and spelling.
- You must **include at least two outside sources** in your paper to support your argument/s, and these cannot be from SADU or Wikipedia. Assigned readings from articles discussed in class can be used, but at least one of your outside sources should be a book or journal article not assigned in class.
- Developing an outline prior to writing should help you to write more efficiently and with better clarity and form.

