
Drugs in U.S. Society
SOCY 2034 – 200

Summer B Term 2007
University of Colorado at Boulder
MUEN E431, Monday – Friday, 2:30 – 4:05 pm

Instructor: Angel Hoekstra
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Office Hours: For 30 minutes after class:
Monday – Thursday, Ketchum 8 (basement floor)

Course Description: This course provides an introduction to theoretical perspectives in sociology regarding the use and abuse of drugs in American culture. The use of chemical substances for healing the body or altering subjective consciousness has been practiced in many societies throughout human history. Contrary to conventional wisdom, the mere use of a drug does not necessarily imply abuse. Instead, the amount or frequency of drug use considered to constitute “abuse” is socially defined: cultural 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 (e.g. financial, medical) incurred by the use of illegal drugs such as marijuana or cocaine. Yet many Americans continue 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.”

This course is not designed to promote or condemn drug use, but instead strives to find a balance between “Just say NO” and “Just say KNOW.” We will work to develop a critical perspective for the various ways that drugs affect people in our society. At the same time, I will sometimes provide background information on specific drugs in order to better inform you about their physical effects (remember: information = more informed decision making). Finally, 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 each day’s reading materials to class with you whenever you are able to do so. In class, I will actively work to help us to form a comfortable learning community where all participants can feel connected to the larger group. 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.**

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

Attendance: As this class meets for only five weeks, we will have a lot to do each day. I believe that one of the best ways to ensure a good grade in any course is to read your materials before class and attend class regularly. It is important to me to reward students who demonstrate commitment to the course by reading, attending, and participating in class. Thus, I include attendance and participation as a component of your course grade. Attendance will be taken in this course through the use of **clicker questions** during class. Your attendance and participation score (8% of your overall grade) will be assessed through your total number of clicker points at the end of the course. To account for problems with clickers (e.g. dead batteries, left at home), I will drop a small percentage of the total clicker points available “off the top” at the end of the course (e.g. if there are 120 possible points, I will calculate your clicker score out of 100 points instead).

You are permitted one excused absence from this class. An *excused* absence is *arranged by email, prior to missing class*, with me. To use your excused absence, email me in advance of missing class and I will then email you in return: 1) confirming that your absence was excused and, 2) sending you a copy of the lecture notes that you missed for that day. When you use your excused absence you will not be penalized for missing clicker questions for that day (I include this in the overall point drop at the end of the course). If you are sick and cannot make it to your email, you may bring a doctor’s note when you return to class and you will be allowed to make up any work due on the day that you missed. Absences for any other reason will be considered unexcused, and you will not be allowed to make-up the work due from that day. **Note: the excused absence policy applies strictly to in-class assignments, such as learning goal evaluations.**

Make-ups: All exams 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 exams, you may want to consider dropping the course (or come talk to me ASAP).

Themes to be explored in Drugs & Society

- Unit 1-** **Sociological Examinations of Use and Abuse**
Introduction, History of Drug Use in America, Theoretical Explanations

- Unit 2-** **Social Construction of Drug Use**
Subcultures of Drug Use; Exploring the Social Construction of Specific
Drugs: Caffeine, Nicotine, Marijuana, Alcohol

- Unit 3-** **Legal Responses, Treatment, and Policy in the 21st Century**
Drugs & Violence, Drug Treatment, Use in Moderation

Learning Goals for Drugs in US 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) Provide valuable information about particular drugs and their potential effects 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.

Miscellaneous:

1. The department of Sociology does not permit me to give student grades over email, so please do not email me 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 exams will be administered in this class for any reason. If you miss an exam and have not arranged to use your excused absence, you will take a zero for that exam score.
4. Class begins promptly at 2:30pm and ends at 4:05pm, 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!

Course Grade Composition

Exams to Assess Content Learning	200
• 2 x 100 possible points per exam	
Final Exam – Last day of class	100
• In our classroom, MUEN E431	
• 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 20 possible points per assessment)	40
Individual Student Attendance and Participation (clicker score)	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

Exam #1:	Monday, July 23
Exam #2:	Friday, August 3
Final Exam:	Friday, August 10

Learning Goal Evaluation #1:	Friday, July 20
Learning Goal Evaluation #2:	Wednesday, August 1

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

Required Materials:

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

Saying Yes: In Defense of Drug Use. SY
Jacob Sullum; Penguin Publishers.

i-clicker.

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) - #11 (Men's Health: Caffeine)
3. Taking Sides (T/S) - #8 (Levy: Nicotine)
4. Taking Sides (T/S) - #3 (Dee: Alcohol)

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...

Exams

Each of the three exams in this course (Exams 1, 2, and the final) are worth a possible 100 points out of 500. The exam format is multiple choice, true/false, fill in the blank and short answer. Feel free to come to office hours (a half hour after class each day, Monday through Thursday) to review before exams with me if you would like. Office hours exist to benefit you, so please consider coming in and “throwing around ideas” or “discussing the basics” with me if you have the time!

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 gain from this class. Also, if you have information that you need to share with me regarding your personal learning needs (e.g. you are working a job in addition to taking summer classes, you have a learning disability, ADD/ADHD, you’re an athlete, on academic probation, etc.), this is the “space” to make me aware of that information. Your letter to a friend must be typed and is due in class on **Monday, July 16**. The specific instructions for this paper are at the end of the syllabus.

#2 - Response Paper on a Specific Drug

In this course, you will address drug use and its sociological implications in depth by writing about one particular drug of interest to you. This assignment comprises a large portion of your grade (worth 1/5 of your grade; the equivalent of one exam), but I offer flexibility on the topic (the drug) and the response format. ***A rough draft of this paper is due in class on Wednesday, August 1; the final copy is due on Thursday, August 2.***

BE SURE to read the instructions at the end of the syllabus for this paper.

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 course.*** Each time we do learning goal evaluations, we will spend about twenty minutes in class evaluating one community goal and one personal goal. I will provide the instructions & explain this assignment in class.

Drugs and Society – Course Calendar – Summer B Session

Note: The dates given for the required readings indicate the date by which the readings should be completed: you should read the assigned reading before class.

Monday	Tuesday	Wednesday	Thursday	Friday
7/9	7/10 First day: -Syllabus -Introductions -Learning goals	7/11 RDG: (online) BUZZED: Intro (Pgs. 15-28) - <i>Writing WS 1</i>	7/12 SADU: Chap. 1 (Pgs. 3-19) - <i>Learning Styles Exercise</i>	7/13 SADU: Chap. 1 (Pgs. 19-29)
7/16 SADU: Chap. 2 (Pgs. 31-50) <u>Letter to a Friend Due</u>	7/17 SADU: Chap. 2 (Pgs. 50-62)	7/18 SADU: Chap. 4 (Pgs. 107-123)	7/19 SADU: Chap. 4 (Pgs. 123-133)	7/20 Small Group Work: Review <u>Learning Goal Evaluation #1</u>
7/23 <u>Exam # 1</u> (SADU: 1, 2, 4; Buzzed RDG)	7/24 SY: (Pgs. 7-29) Introduction - <i>Writing WS 2</i>	7/25 SADU: Chap. 5 (Pgs. 135-142; 152-162... note this is not the entire chapter)	7/26 <i>Caffeine</i> RDG: T/S #11 (Men's Health)	7/27 <i>Nicotine</i> RDG: T/S #8 (Levy)
7/30 <i>Marijuana</i> SY: Ch. 3 (Pgs. 100-135) <i>Film analysis: Reefer Madness</i>	7/31 <i>Alcohol</i> RDG: T/S # 3 (Dee) <i>Film analysis: Alcohol Abuse</i>	8/1 <i>Writing WS 3: <u>Rough Draft of Paper 2 Due</u></i> <u>Learning Goal Evaluation #2</u>	8/2 Small group work: Review <u>Paper 2 Due</u>	8/3 <u>Exam # 2</u> (SY: Intro. and Ch.3; the three online readings; SADU: Ch. 5)
8/6 SY: Chap. 6 (Pgs. 192-220)	8/7 SADU: Ch. 12 (Pgs. 373-389) <i>Film analysis: Sarah & Tecoah</i>	8/8 SADU: Ch. 12 (Pgs. 389-406) <i>Film analysis: Sarah & Tecoah</i>	8/9 SY: Conclusion (Pgs. 271-284)	8/10 <u>Final Exam</u> (SY: Ch. 6 & Conclusion; SADU: Ch. 12; cumulative ½)

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/>

Introductory Letter to the Instructor

Due in class, Monday, July 16 – Must be typed

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 the top of the 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
Your CU email address

Section 2: please align to the left (as normal) & 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, volunteer work, religion/faith, politics, etc.)

Section 3: devise two personal learning goals, and BE SPECIFIC...

Please devise two personal learning goals that you will strive to achieve in this course. ***Each goal should be one sentence in length, and they be specific so that they can be evaluated.*** You will evaluate your goals (along with our community goals) each time we conduct learning goal evaluations in class.

Your goals can be designed to address your verbal participation in class, your attitude toward the comments of others, your ability to keep up with the reading; attendance, being on time, performance on exams, coming to office hours, etc. – anything you personally think you could improve upon as a student. Your learning goals should be specific to you: if you know yourself to be shy or generally uncomfortable with speaking in class, your goals will differ from someone who knows that they are a regular “talker.” You should write your two 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, the goal: “I am a shy student, so I want to speak more in small group discussions,” is not sufficient. It is not as easy to assess as “I am a shy student, so **I want to try to speak up every time we meet in small groups.**”

Specific instructions:

Personal Goal #1 – must address your level of commitment to verbal participation.

Personal Goal #2 – can address anything you want relative to the learning process.

e.g. “I want to read X% of the assigned readings before class.”

e.g. “I want to go to office hours X times.”

e.g. “I want to get at least a B on all three exams.”

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.

The bottom line is: write your goals clearly and concretely so that you will be able to assess them in one paragraph. 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* that you plan to use for Paper 2. Explain to me *which drug* you want to write about and which *paper response format option* you plan to use in analyzing this drug.

Q 5: Is there anything else I should know pertaining to your performance in our class this semester? (Are you working, Taking more than two summer classes, Do you have kids, Are you a student athlete, Do you have ADD/ADHD, A learning disability, etc.)

Section 5: last minute reminders

- Your letter should be typed
- Maximum length: 2 pages (you can print on both sides of one page if you want)
- 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
- Feel free to attach a picture of yourself if you want to! ☺

Assignment Instructions Paper 2: Analysis of a Specific Drug

Rough Draft Due in class, Wednesday, August 1 – Must be typed
Final Copy Due in class, Thursday, August 2 – Must be typed

In this paper you will address in greater depth one particular drug and its sociological implications. As this paper comprises a large portion of your grade, be sure to: 1) prepare in advance, 2) proofread your paper, and 3) read all instructions given below.

1) Choose your drug of interest...

Caffeine	Cocaine/Crack	Mushrooms
Nicotine	Ritalin/Adderall	LSD
Marijuana	Crystal Meth.	Ecstasy
Alcohol	Heroin	Prescription drug

? Want to write about a drug that is not listed here? Send me an email and ask about it!

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

- Responses must be **12-point font** and utilize paragraph format.
- Your completed rough draft must be at least 3 pages in double spaced format.
- Your final copy should be in **1 ½ spacing**, in **Times New Roman** font.
- Your final copy should be 3 - 4 pages and **must not exceed** four (4) pages in length.
- At top left of the 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 the assigned course readings or Wikipedia. Your sources should come from books, journal articles, newspaper articles, films, etc.
- Developing an outline prior to writing should help you to write efficiently and with better clarity and form.
- Consider proofreading your paper out loud to yourself or having someone you know proofread your paper; make the appropriate corrections before turning it in.
- If you do not have a completed rough draft in class on August 1 (complete = 3 pages, double spaced), 20 points will be deducted from your final paper score.

3) Begin your paper by describing the drug you are writing about.

(objective and subjective effects of the drug, etc.)

4) Then, choose your writing prompt from one of three choices...

Option 1: Social Constructions of Drug Use in Society

After providing a paragraph on the basic effects of this drug, explain **in your own words** the theory of the social construction of drugs/drug use in society. Be sure to **explain why /how this theory is sociological** (it might help to describe how it is NOT a psychological or structural theory). Next, demonstrate that you understand this theory by applying it to the particular drug you have chosen. Provide information from outside sources – books, articles, or visual media (such as advertisements, film content) – to **illustrate how this particular drug is socially constructed** in American society. Explain how cultural understandings of the drug have changed over time or across various subcultures. Consider discussing more than one aspect of the social construction of this drug: How do impressions of the drug differ by the age, gender, sexuality, or race of the user? Conclude your paper with the instructions given below.

Option 2: Juxtaposing Two Theories as Explanations for Drug Use & Abuse

After providing a paragraph on the basic effects of this drug, apply two theories to the particular drug you have chosen. For this option, you may choose a nature, biological, or psychological theory, but you **MUST** use at least one sociological theory in your analysis (both theories can be sociological if you prefer). Begin your paper by **explaining each of the theories that you plan to use** (one paragraph per theory) and be sure to convey that you understand **how to apply** these theories to social life. Then, **compare and contrast the ways in which each of these theories would explain patterns of use and abuse** for the particular drug you have chosen to examine. Which theory **do you think better explains** patterns of use/abuse of this drug? Why? Conclude your paper with the instructions given below.

Option 3: Exploring Sociological Implications of Drug Use

Be creative in exploring the sociological implications of your own drug use! Write about a time when you either used – or chose not to use – a particular drug **at some time in your past** (no going out and using drugs as research for this paper, sorry!). Begin by **describing the particular drug** you have chosen to examine. Briefly address American social constructions of the drug and the assumed physical and psychological effects of its use. Next, **describe the subculture where you came into contact with this drug**. Use chapter 5 in SADU to help you structure this paragraph. Then, describe personal and sociological factors affecting your decision to use (or not to use) the drug. If you chose to use, what were the characteristics of your *set* and *setting* and what consequences might have resulted from your decision? If you refused to use, what personal and sociological factors influenced your decision? Conclude your paper with the instructions given below. NOTE: Because you are writing about a personal experience, BE CAREFUL to find a good balance between personal & **sociological** information.

5) Concluding Instructions for Paper 2...

In your last paragraph, conclude your paper by discussing **what you have learned** through writing this assignment. Why did you choose to write about this particular drug?

