

DRUGS & SOCIETY
SOCI-32800-01/CRN 22317/Fall 2009
Friends 210/MW – 4 – 5:15 PM

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Office: Mueller 113, 274-5122

Office Hours: Tuesdays, 10 AM – 12 PM, Wednesdays, 3– 4 PM, and by appointment

(You can check my scheduled appointments at <http://ical.me.com/kmbaker34/Office%20Hours>)

COURSE DESCRIPTION

The American experience with drugs is complex. On the one hand, we have more access to psychoactive drugs than any other society. On the other hand, we control and punish drug use more than any other society. This course is designed to analyze this complex situation from multiple angles. The course will begin with an overview of what scientific research can tell us about drug use, both how drugs affect the body and who uses different types of drugs. In the second half of the course we will cover the history of drug regulation in the United States. Finally, throughout the course, we will look at the ways drug use has been portrayed in media.

GOALS

At the conclusion of this course, you will be able to

- Describe and evaluate key research findings on the effects of drugs, patterns of drug use, and the meaning of drug use in the US
- Critically analyze the history of drug regulation
- Assess current drug policies and alternative proposals
- Collect and analyze data independently on an issue related to this course

REQUIRED TEXTS

Philippe Bourgois (1995 or 2002) *In Search of Respect: Selling Crack in El Barrio*.

Susan Boyd (2004) *From Witches to Crack Moms: Women, Drug Law & Policy*

Carpenter, Ted Galen. (2003) *Bad Neighbor Policy: Washington's Futile War on Drugs in Latin America*.

Course Reader – available for purchase in the Sociology Department (Mueller 106)

RECOMMENDED TEXT

Clayton J. Mosher and Scott Akins. (2007) *Drugs and Drug Policy: The Control of Consciousness Alteration*.

Thousand Oaks: Sage.

CONTACTING THE INSTRUCTOR

The best way to reach me is by email. (ONLY LEAVE VOICE MAIL MESSAGES IN EMERGENCIES.) You can also contact me during office hours on my AIM chat account (BakerSoc). This is an easy way for you to contact me for short questions. If I do not respond immediately, then I am meeting with another student. If you have a simple question or need to schedule an appointment, just send me an email. I will check my email during regular business hours - 9 AM and 5 PM, Monday through Friday, and I will respond within 24 hours during these times (emails received over the weekend will receive a reply on Monday). If you have a complicated issue or just want to get to know me better, stop by during my office hours.

NOTE: Any time you send an email, write the name of the course (Drugs & Society) in the subject line of your email.

CLASS POLICIES AND YOUR RESPONSIBILITIES AS A STUDENT

1. ATTENDANCE – You are expected to be on time and to attend class regularly. You should not schedule activities that conflict with class time (such as work, a doctor's appointment, or personal travel time). If you

miss a class, it is your responsibility to get notes and announcements from a fellow classmate. Do not ask me for notes.

I will take attendance daily at the beginning class.

- Any student who is not present when attendance is taken will be marked absent.
- Three late arrivals or early departures will be counted as 1 absence.
- Any student with more than three absences for any reason (*excused or unexcused*) will have 10% deducted from their final grade. Thus, when you miss 4 or more classes, your grade of an A becomes a B, an A- becomes a B- and so on.
- If you miss 6 classes, I reserve the right to drop you from the course.

You are responsible for keeping track of your own attendance. If you have special circumstances that require you to miss more than three classes, contact me as soon as possible to discuss your situation.

2. READINGS – The information presented in the readings will serve as a point of departure for class discussion. I expect you to complete all required readings *before* the Monday class of the associated week. Class discussion will meander. It will include topics from the readings, relevant topics from the headlines, and even insights from your own lives. I will do my best to discuss every reading in class. But class will sometimes shift based on your questions and interests. If I do not cover a reading in class, I will most certainly cover it on exams.

There is a substantial reading load throughout the semester. After looking over the syllabus, if you think you cannot or will not do the reading, now is the time to look elsewhere for a class. This acknowledgement is not meant to scare you, just to make you aware that completing the readings will be essential to earning a good grade in this course.

3. SENSITIVITY – Discussions in this course will often involve controversial topics that you may have strong feelings about. I encourage you to express your thoughts on these issues in a manner that is both thoughtful and relevant. I expect you to be courteous toward others by providing your undivided attention to those speaking in class and to avoid making comments that can be construed as personal attacks. The best way to approach this course is to consider all sides of an argument to understand where others may be coming from.

4. COMPUTER USE POLICY - In a class this size personal computers can be distracting. In addition, research demonstrates that computers in class inhibit communication. Therefore, it is my policy not to allow computers in this class.

5. CLASSROOM BEHAVIOR - This class is meant to be an enriching, enjoyable learning experience for all of you; disrupting the class results in depriving your fellow classmates and yourself of this experience. Be respectful of your instructor, your fellow classmates, and yourself. The following list provides general guidelines, but is not exhaustive.

- NO TEXTING DURING CLASS. Your phone (and any other personal electronic devices) should not be visible at any point during class time.
- No reading during class unless you are explicitly instructed to do so by me.
- No talking with the people next to you. If you are asking your neighbor a question about the course, it is likely that everyone will benefit if you raise your hand and ask your question of the professor. I can guarantee that at least one other person in the class is thinking about your same question. Everyone benefits from your curiosity.
- No sleeping. No eating meals (e.g. a bag of chips or candy bar is okay, a basket of chicken fingers or a salad is not okay).

If you are behaving inappropriately, I will give you an explicit instruction to stop AND I will count you absent for the day. If I must ask you a second time to stop disruptive behavior (on that same day or on a different day), I will instruct you to leave the class. I reserve the right to withdraw disrespectful and disruptive students from the course.

6. CLASS WEBSITES – The primary website for this class is <http://drugs.kimberlymbaker.com>. On this website, you will find copies of course documents (syllabus, assignments, etc.), links and further information about individual single class session, and important announcements. I will update this site regularly. This site is a wonderful opportunity for us to interact outside of class. So, when you find related links/articles you want to share with others or when you have thoughts about what we have been talking about in class, you should add comments. I also encourage you to respond to others' comments. To preserve your anonymity, you may use only your first or last name when you comment. **If you find any section that is password protected, the password is “Ithaca”.**

Blackboard – You will post all of your assignments on the college's Blackboard site at <http://courses.ithaca.edu>. I will post your grades and feedback for assignments on Blackboard as well. If you have problems with this site, you need to contact the ITS Help Desk (274-3282). If you find that any of your information on the site is unavailable or incorrect, contact me via email as soon as possible. All graded items will be submitted electronically. Thus, you need to learn how to use the Blackboard site. Technical problems will not be viewed as a legitimate excuse for submitting a paper late.

7. ACADEMIC HONESTY – The college experience is founded on the concepts of honesty and integrity. Dishonesty, cheating, and plagiarism will not be tolerated in this course So that there is no confusion: Plagiarism refers to using the work, ideas, or knowledge of other people as your own. It includes all forms of exam cheating, submitting other people's work, and “borrowing” from published sources. Plagiarism is an extremely serious violation of academic standards and values—please do not give me any reason to suspect you of this sort of dishonesty. You must cite any outside source that you use to construct your paper. And you cannot use material that you previously submitted in another class. Plagiarism (even the unintentional kind) is a serious offense. Failure to honor the Ithaca College policy will result in failure of the course and a filed complaint with Judicial Affairs. Review the college policy at <http://www.ithaca.edu/attorney/policies/index.html>.

STUDENTS WITH DISABILITIES

If you have a documented disability (physical or cognitive) and require academic accommodations, contact the Office of Academic Support Services for Students with Disabilities at 274-1257 (voice) or 274-7319 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations. Please notify me as soon as possible of any accommodations that will improve your classroom and test-taking experiences. Alternative exam times must be scheduled with Support Services at least 1 week prior to the exam time and should be scheduled during our class time whenever possible.

EVALUATION

The final grade in this course will be determined as follows:

Journals (3 x 5% each)	15%
Research Project	45%
<i>Project Proposal – 5%</i>	
<i>Data – 5%</i>	
<i>Peer Review – 10%</i>	
<i>Final Paper – 25%</i>	
Mini-Tests (2 x 15% each)	30%
Participation	<u>10%</u>
	100%

1) Journals: The bulk of the reading for this course is in the form of books. You can read the books at your own pace as long as you are completed by the due date. To help me know how you are processing the

readings, what you think about the texts, and what areas you want to discuss/understand better, I am going to rely on your journal entries.

For each book, you will complete 3 journal entries. In terms of content, there are few guidelines or restrictions. Your goal will be to demonstrate to me that (1) you have actually done the reading and (2) that you are thoughtfully engaged in the course. I want to know what you are thinking, what questions you have, and what you are curious about. Make sure that each of the three entries addresses approximately 1/3 of the book and also addresses a separate theme of the book. I encourage you to make connections to class discussion, other texts, as well as things you observe or read about in your daily life. One key to writing good entries is to plan ahead and leave yourself plenty of time to write about each section. Journals that are saved for the last minute and/or written all at one time are generally of poor quality and receive low grades.

I caution you about discussing your entries with other students before you submit the entries to me. This assignment is an opportunity for you to tell me what *you* are thinking. Also, creativity will go a long way in helping your grade (so you don't want to give away all of your good ideas). If you are struggling with what you should write about, come see me!

Guidelines: Each entry should cover approximately 1/3 of the book (note the page numbers covered at the top of each entry). Each entry should be a minimum of 1 page, single-spaced. You will submit all 3 entries in a single document. (Throughout the semester you will submit 3 separate documents, each with 3 entries included.)

So that I can use your entries to help me structure our class discussion, you will need to submit your journals before we discuss the book in class. So, your entries will be due by 5 PM on the Wednesday before discussion is scheduled. (See syllabus for deadlines.) You will submit each document on Blackboard. **ALL LATE JOURNALS WILL BE PENALIZED 10 POINTS PER DAY** (including weekends). Computer/internet problems will not be considered a legitimate excuse for being late, so **DO NOT WAIT UNTIL THE LAST MINUTE!!!**

2) Research Project: Throughout the course, you will work on a research project in which you will collect your own data and complete your own analysis. The project will be broken up into several small parts that will keep the project manageable and will give opportunities for feedback along the way. Specific details of the project will be handed out separately.

3) Mini-tests: Two mini-tests are scheduled for this course. The mini-tests will cover only material in the corresponding unit. The exams will include multiple choice and short answer questions. The tests will take place at the beginning of class. You will have only 30 minutes to complete the test, so be on time!

4) Participation: In this class, we will rely heavily on discussion. As a result, participation is a required. Generally participation includes insightful, informed comments and questions that show engagement with the lecture, discussion, and readings. If you are prepared for and engaged in class, I encourage you to take risks and speak up, even if you are nervous about doing so. You do not always have to be correct or accurate to receive credit. In fact, incorrect statements can be a wonderful way for everyone to refine their thinking on a topic. It should though, be noted, that you are not guaranteed a point of participation every time you speak. Spouting-off with uninformed opinions unconnected to lecture or the readings will not help you. Such comments generally show that you have not been engaged in class or doing the reading. If you are not prepared for class, stay quiet (unless called on). In addition, if you are comfortable talking in class, avoid dominating the conversation. You cannot receive more than one participation point per class meeting. If you are very shy, or think of something afterward or find some article/website that is related to course topics, you can also submit written comments outside of class. You can email me directly or post comments on the course website. Only substantial comments and questions will receive credit.

You must distribute your participation evenly across the duration of the term. Thus, you may earn up to two points for participation each week of the class. The grading scale is as follows: A=26-24, A-=23-21, B+=20-18, B=17-15, B-=14-12, C+=11, C=10, C-=9, D+=8, D=7, D-=6, F=5 or lower

ADDITIONAL GRADING NOTES:

Late/Make-up Policy: **ONLY** students with an excused absence will be allowed to make up exams or avoid late penalties on assignments. To qualify as an excused absence, you must (1) have a valid and verifiable excuse; and (2) have contacted me **PRIOR** to the absence to notify me of your circumstances. (*Read that last sentence again, because I really mean it.*) Failure to contact me in advance or failure to have a verifiable conflict with the test or assignment will result in a zero. In addition:

- Make-up exams must be scheduled within 1 week and may be given in essay format.
- All late assignments will be penalized 10 points per day (including weekends). Any assignment more than 5 days late will receive an automatic zero.

If, during the semester, you experience some kind of issue that affects your ability to do work for this class, you need to contact me as soon as possible to discuss your options. You do not need to give me tons of personal details, but you do need to communicate with me about your situation. When students turn work in late or fail to turn in work, I generally assume that means that the student does not care about her or his grade. If this assumption is not accurate, it is your responsibility to let me know. This kind of issue is best discussed in my office (not over email and not before/after class).

FINAL GRADE ASSIGNMENT

The final grades will be based upon the following grading scale:

100-97.0	A(+)	96.9-93.5	A	93.4-90.0	A-
89.9-87.0	B+	86.9-83.5	B	83.4-80.0	B-
79.9-77.5	C+	77.4-73.5	C	73.4-70.0	C-
69.9-67.5	D+	67.4-63.5	D	63.4-60.0	D-
59.9 or below	F				

Further comments on grades: Make a commitment to excellence in this class. In other words, do not be satisfied with a minimum effort. I will not promise you easy credit for this course. But I can guarantee that if you stay engaged in what we are doing, you will learn a great deal about yourself and the world around you. And, frankly, this class can be both enriching and a lot of fun.

I know many of you have general concerns about your GPAs (because of scholarships, academic status, your parents, etc.). You should know now that your grade is earned based on the quality of your work throughout the semester. As a general rule, I do not assign extra credit projects. Do not plan on it and do not ask me about it. Applying yourself throughout the semester is a vastly better way to pass any class than scurrying around at the last minute.

Furthermore, you I WILL NOT CHANGE GRADES FOR ANY REASON other than an error on my part. Do not request adjustments for being “close.” With respect to any individual grade, I will entertain requests for re-grades of specific exam questions and assignment issues, but such requests (1) must be submitted in writing, with a specific description of what part of the grading you believe was incorrect and a thorough argument as to why you believe I made an error; and (2) must occur within one week of grades being posted.

What should you do if are concerned about your grade? I encourage you to come and talk to me immediately. My door is always open to you. The more proactive you are, the more I can help. *Do not wait until the end of the semester or right before an exam to discuss matters such as grades or comprehension problems.*

SCHEDULE

NOTE: Schedule subject to change. Check Blackboard regularly for updates.

WEEK 1 (Aug 26): Introduction: What is a drug?

WEEK 2 (Aug 31-Sept 2): Moral Panics

Levine, H.G. and Reinerman, C. (1991). "From prohibition to regulation: Lessons from alcohol policy for drug policy." *The Milbank Quarterly*, 69: 461-494.

WEEK 3 (Sept 7-9): Media & Drug Use

Orcutt, J.D. and Turner, J.B. (1993). "Shocking numbers and graphic accounts: Quantified images of drug problems in the print media." *Social Problems*. 40: 190-206.

Sept 7: Labor Day ***NO CLASS***

WEEK 4 (Sept 14-16): The Brain & The Body

Gahlinger, P.M. (2004). *Illegal drugs: A complete guide to their history, chemistry, use and abuse*. New York: Plume. (Chapter 6)

Sept 16: Project proposal due

WEEK 5 (Sept 21-23): Opium, Opioids and Opiates

Faupel, C.E. and Klockars, C.B. (1987). "Drugs-crime connections: Elaborations from the life histories of hard-core heroin addicts." *Social Problems*, 34: 54-68.

WEEK 6 (Sept 28-30): Cocaine, Crack, & Other Stimulants

Reinerman, C.; Wladorf, D.; Murphy, S.B. & Levine, H.G. (1997). "The contingent call of the pipe: Bingeing and addiction among heavy cocaine smokers." *Crack in America: Demon Drugs and Social Justice*, Eds. C. Reinerman and H.G. Levine. Los Angeles: UC Press.

Sept 30: Journal for *In Search of Respect* due by 4 PM

WEEK 7 (Oct 5-7): Drug Dealing – *In Search of Respect*

Oct 5: Data due

WEEK 8 (Oct 12-14): Marijuana

Becker, H. (1953). "Becoming a marihuana user." *The American Journal of Sociology*. 59: 235-242.

Cloud, J. (Nov. 4, 2002). "Is pot good for you?" *Time magazine*.

Oct 12: Mini-Test 1

WEEK 9 (Oct 19-21): Psychedelics & Hallucinogens

Hays, C. (2000). *Tripping: An anthology of true-life psychedelic adventures*. New York: Penguin.

Klam, M. (Jan. 21, 2001). "Experiencing Ecstasy." *The New York Times*.

Oct 23: Draft Due by 5 PM

WEEK 10 (Oct 26-28): Patterns of Drug Use

Oct 26: Mandatory Attendance

WEEK 11 (Nov 2-4): History of the War on Drugs

Gahlinger, P.M. (2004). *Illegal drugs: A complete guide to their history, chemistry, use and abuse*. New York: Plume. (Chapter 3)

Nov 4: Journal for *From Witches to Crack Moms* due by 4 PM

WEEK 12 (Nov 9-11): *From Witches to Crack Moms*

WEEK 13 (Nov 16-18): Current Policies

Nov 18: Final Paper Due

WEEK 14 (Nov 23-25)

Nov 23-25: Thanksgiving ****NO CLASS****

WEEK 15 (Nov 30-Dec 2): Harm Reduction

MacCoun, R.J. and Reuter, P. (2001). *Drug war heresies: learning from other vices, times, and places*. Cambridge: Cambridge University Press. (Chapter 12)

Nov 30: Mini-Test 2

Dec 2: Journal for *Bad Neighbor Policy* due by 4 PM

WEEK 16 (Dec 7-9): War on Drugs in Latin America – *Bad Neighbor Policy*

Byrd, W. and Ward, C. (2004). "Drugs and Development in Afghanistan." *Social Development Papers in Conflict and Prevention and Reconstruction – The World Bank*.

FINAL EXAM WEEK: Monday, Dec 14, 4:30-7 PM

No Final exam, but we will meet!!!