

University of Hawaii at Manoa
Soc 335- Survey in Drugs and Society
Fall 2018
MWF 1130-1220

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TAs: TBD

Course Description- In this course we will learn about various illegal and legal drugs and their effects on society, drawing from sociological, psychological and medical perspectives. We will focus on illuminating the social construction of drug use and the empirical reality of such use. Further, we will investigate current US drug policy, its consequences, and proposed alternatives. Other topics will include media coverage of drugs and the history of drug use in the US, among others.

Learning Objectives- At the end of the class each student should...

- Understand the ways through which drug use and drug policies are scientifically studied.
- Be familiar with various illegal drugs, their legal status, physiological effects, and social consequences.
- Be familiar with the socially constructed reality of drug use and the ways in which it is misleading.
- Be aware of current US drug policy and scientific assessments of such policy.
- Be familiar with the various forms of data that researchers use to understand drugs and their social consequences.
- Further develop his/her sociological imagination and a critical perspective in relation to drug use and drug policy.

Textbook-

- Goode, Erich. *Drugs in American Society* 8th ed. McGraw Hill.
- Also, supplemental readings will be provided on Laulima.

Attendance policy-Attendance for this class is mandatory. However, role will not be taken each day. Instead, in-class activities will serve as a proxy for attendance. These activities, as well as participation in class discussions will be the determinants of each student's participation grade. Medical, legal or personal reasons for absences with

documentation will be excused. Students with excused absences will be given the opportunity to make up a quiz after providing documentation.

Course Content Disclaimer: This course deals with numerous sensitive and political issues. Moreover, students will be asked to study various forms of abuse and violence. In the course of this study, students will be exposed to accounts and depictions of violence that may be graphic and potentially triggering. Students should be prepared for such experiences, but also should practice self-care as they see fit. However, this class is a supportive, caring, and understanding environment. Students should feel free to remove themselves from class at any point if they feel the need to do so. If anyone requires further accommodation, they should contact the instructor immediately.

Classroom Etiquette:

- Students should make all efforts possible to arrive to class on time. However, we live in a city with significant traffic issues. As well, our campus has parking issues. The instructor understands that students may be late from time to time. This is okay, but chronic tardiness will not be tolerated.
- Cell phones should be turned to silent or off before class begins. If students urgently need to make or take a call, they can leave class quietly to do so.
- Please do not text in class.
- Please do not use your phone as a note-taking, or reading device. Use a laptop, tablet, or paper for those purposes.
- When emailing the instructor or TAs maintain a professional tone and take time to write clearly and explain your questions and/or needs fully. Include a greeting, body, and ending in your emails. Do not send emails that are simply attachments without any explanatory text. Students must acknowledge responses to their emails from the instructor or TA's.
- Classroom discussions may touch on sensitive topics. While students are encouraged to share their views, diverse views must be respected. Interruptions of or insults directed at other students will not be tolerated.

Assignments:

- **Individual assignments:** Many of our in-class activities will require students to do take-home assignments before or after the activity. These assignments will generally involve using research skills to perform sociological analyses of everyday settings. For these activities, students will be supplied with a reporting form for completing the assignment. Responses on these forms should be in the form of well-written and edited paragraphs, consisting of complete sentences.
- **Group activities:** Students will be assigned small groups for the duration the semester for in-class activities. In-class activities will require that each group produce an activity reporting form that summarizes and responds to the activity. Responses on the reporting forms should be in the form of well-written and edited paragraphs, consisting of complete sentences.

- **Quizzes:** Students will be required to complete bi-weekly online quizzes. These quizzes are designed to be low-stakes assessments of student comprehension of course readings. Many of the questions on these quizzes will not test rote memory, but require students to demonstrate their comprehension of course material by applying concepts, themes, and theories to short scenarios or vignettes.
- **Final paper:** For a final project, students will write a 3-6 page paper highlighting and summarizing the most meaningful lessons they have learned throughout the semester, while relating these lessons to their life experiences and/or current events.
- **Grading:** All assignments will be graded on a 0-10 point basis. At the end of the semester these grades will be averaged and translated into a one-fifth proportion of each student's final grade (see below for more information).
- **Assignment submission:** Individual assignments will be submitted through the drop box on Lulima. Group assignments will be posted on a dedicated discussion forum and emailed to the appropriate TA.

Grading Summary:

- Group activities- 25%
- Individual assignments- 25%
- Final paper-25%
- Quizzes- 25%

Grading Scale:

94 – 100%= A	80-83%= B-	67 – 69%= D+
90-93%= A-	76 – 79%= C+	64-66%= D
86 – 89%= B+	73-75%= C	60-63%= D-
83-85%= B	70-72%= C-	59% or lower= F

Accommodation Requests:

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text) and is located in room 013 of the Queen Lili'uokalani Center for Student Services.

Plagiarism/Academic Dishonesty Policy:

Plagiarism is a serious violation of the UH-Manoa Student Conduct Code. In it, plagiarism is defined as follows: “Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the

individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms" (University of Hawai'i at Manoa Student Conduct Code (1992: 6).

Furthermore, it is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake," are not considered valid excuses when it comes to plagiarism.

A brief summary of the American Sociological Association's Style Guide, which explains the rules clearly, can be found at: www.buffalostate.edu/library/docs/asa.pdf. Any other forms of academic dishonesty, such as cheating on exams will not be tolerated. Any student caught engaging in academic dishonesty will be referred to Office of Judicial Affairs.

Course Schedule

Week/Meeting Dates	Reading	Topics/Assignments
Week 1 8/20	Chapter 1 Additional Readings on Laulima	Class Intro; Sociological Perspectives on Drug Use <ul style="list-style-type: none"> • What are drugs? • Types of drug use • Drugs in the 21st century • Prescription drugs • Drug Schedules
Week 2 8/27	Chapter 2 Additional Readings on Laulima;	Pharmacological Perspectives on Drugs <ul style="list-style-type: none"> • Drug addiction • Basic pharmacological concepts • Drug dependence models • Drug classifications • Assignment 1 & In-class activity: Using your sociological imagination to understand experiences with drugs (Friday)
Week 3 9/3 (No class Monday- Labor Day	Chapter 3 Additional Readings on Laulima	Drugs and News Coverage <ul style="list-style-type: none"> • Moral panic and news influence • News bias • Theories of media bias • Social construction of social problems

		<ul style="list-style-type: none"> • Various drugs in the media (e.g. methamphetamine) • Quiz #1 (open Thursday-Sunday)
Week 4 9/12	Chapter 4 Additional Readings on Laulima;	Scientific Research and Drugs <ul style="list-style-type: none"> • Sampling and Statistics • Rates of use • ADAM, DAWN, MTF • Assignment 2: Media Assignment #1
Week 5 9/19	Chapter 5 Additional Readings on Laulima	History of Drug Use in the US <ul style="list-style-type: none"> • Various measures of drug use • Changes in drug use over time • History of alcohol consumption • History of illegal drug use • Quiz #2 (open Thursday-Sunday)
Week 6 9/26	Chapter 6 Additional Readings on Laulima	Theories of Drug Use- Biology, Psychology, and Sociology <ul style="list-style-type: none"> • Sociological Theories • Biological Theories • Psychological Theories • Assessments of theories • Assignment 3: Reefer Madness individual viewing and class discussion.
Week 7 10/3	Chapter 7 Additional Readings on Laulima; Film “Spin the Bottle”	Alcohol and Tobacco <ul style="list-style-type: none"> • Acute and chronic effects • Consumption today • Alcohol and victimization • Underage drinking • Tobacco- history, harm, and decline • Quiz #3 (open Thursday-Sunday)
Week 8 10/10	Chapter 8 Additional Readings on Laulima	Marijuana, LSD, and ‘club drugs <ul style="list-style-type: none"> • Effects of marijuana • Marijuana uses and users • LSD and its effects • Ecstasy • GHB

		<ul style="list-style-type: none"> • Assignment 4: Statistics exercise in class
Week 9 10/17	Chapter 9 Film- American Meth	Stimulants <ul style="list-style-type: none"> • Amphetamines • Methamphetamine • Meth use and Hawaii • Cocaine and crack cocaine • The 80s crack ‘epidemic’ • Quiz #4 (open Thursday-Sunday)
Week 10 10/24	Chapter 10 Film- Frontline: The Heroin Epidemic	Heroin and Narcotics <ul style="list-style-type: none"> • Narcotic addiction • Addiction treatment • Other opiate use • Assignment 5: Researching drug reform organizations
Week 11 10/31	Chapter 11 Additional Readings on Laulima Film: Bigger, Stronger, Faster	Pharmaceutical Drugs <ul style="list-style-type: none"> • The prescription drug industry • Sedative-Hypnotics • Anti-depressants and anti-psychotics • Quiz #5 (open Thursday-Sunday)
Week 12 11/7	Chapter 12 Additional Readings on Laulima Film: Plan Columbia	A history of drug control <ul style="list-style-type: none"> • Drugs in the 19th century • Alcohol prohibition • Pure Food and Drug Act • The Harrison Act • Nixon and controlled substances • Reagan and the ‘war on drugs’ • Assignment 6: Drug attitudes interviewing assignment
Week 13 11/14	Chapter 13	Drugs and Crime <ul style="list-style-type: none"> • Empirical evidence for a drug/crime link • Models of drugs and crime • Drugs and violence • Quiz #6 (open Thursday-Sunday)

Week 14 11/21	Chapter 14 Additional Readings on Laulima	Drug Enterprise <ul style="list-style-type: none"> • Availability, price and purity • Origins of drugs • Street-level drug sales • Class and drug dealing • No assignments (Thanksgiving week)
Week 15 11/28	Chapter 15 & 16 Additional Readings on Laulima	Law enforcement, courts, treatment, and alternatives to current policies <ul style="list-style-type: none"> • The punitive model • The current system of drug control • Drug courts • Drug treatment • Legalization arguments • Reform models • Consequences of legalization/reform • Assignment 7: Designing Drug Reforms exercise
Week 16 12/5		Course wrap up <ul style="list-style-type: none"> • Quiz #7 (TBD) • Final paper (TBD)

General Writing Guidelines-

-All writing will be graded on content, overall writing quality, grammar, and proper format.

-Content-

-Content should be relevant to the paper topic.

-The paper must demonstrate adequate comprehension of subject matter.

-Any arguments should be supported with evidence, not opinion.

-The paper should not merely regurgitate class materials but expand upon them.

-Writing Quality-

-Writing should be simple, clear, and concise.

-Use vocabulary properly.

-Paper must be clearly organized.

-Ideas in the paper should follow a logical progression.

-Grammar and Spelling-

-All words, especially proper nouns, should be spelled correctly.

-All sentences should make sense.

-Proper punctuation must be used throughout the paper.

-Papers must demonstrate proper verb usage, especially in terms of subject/verb agreement.

-Format-

- Papers should be double-spaced, using 12-point, Times New Roman font.
- Papers should be in ASA format. I have provided a link to an accessible online ASA format guide on Lualima.
- Sources should be properly cited.
- Papers must have a references page.
- All quotes should be attributed properly.
- Be extremely careful not to plagiarize. Self-monitoring for plagiarism is not a passive activity; you must be vigilant, actively examining your writing to make sure you haven't plagiarized.

* I strongly encourage any students who have trouble with or are unsure of their writing to utilize the **writing center**. More information is available on their website at <http://www.english.hawaii.edu/writingcenter/>