

Sociology 309-001: Drugs and Society

Course Syllabus

1-12-16

Spring Semester 2016
University of Nebraska–Lincoln

Mary Riepma Ross Media Arts
Center-Van Brunt Visitors' Center
RVP 123 TR 11:00 a.m.-12:15 p.m.

Instructor: Dr. Wayne A. Babchuk
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Office Hours: MW 9:30-11:00 a.m. (OLDH 803); TR 3:30-4:30 p.m. (TEAC 225) or by appointment

Course Overview

Drugs and Society 309 provides a broad overview of historical and contemporary patterns of drug use and abuse in the United States. Following the format provided by Goode (2015), this course is divided into five major parts collapsed into two sections. The first section includes: A History of Drug Use and Drug Control (Part I), Three Perspectives on Drug Use (Part II), and Methods, Data, Theories (Part III). The second section consists of Drugs and Their Use (Part IV), and Drugs, Crime, and Drug Control (Part V).

The course begins with a general review of key elements of sociological theory and method to help facilitate a shared understanding of foundational epistemological, theoretical, and pragmatic aspects of sociological research and perspectives. We then introduce key topics germane to the study of drugs and society in the U.S. In Part I, we discuss historical trends and patterns in drug consumption and legislation over time. Part II focuses on sociological and pharmacological perspectives of drug use and how drugs are portrayed in the news media and in our culture. Part III reintroduces methods of research with a special focus on social research on drug use and biological, psychological, and sociological theories of drug use that have been proposed by leading scholars in this area. Part IV takes a hard look at drugs and their use including alcohol, tobacco, prescription drugs, marijuana, LSD, stimulants, and heroin and the narcotics. Part V focuses on contemporary aspects of controlling drug use, the link between drug use and crime, drug trafficking, approaches to law enforcement and drug treatment, and issues pertaining to legalization and decriminalization.

As the course progresses, we will continually refine and sharpen our understanding of these issues to better enable us to critically assess and challenge many commonly held conceptions and misconceptions prevalent in the United States. SOCI 309: *Drugs and Society* is designed to encourage students to be active participants in their own learning as we collaboratively gain knowledge and reshape our opinions of this important topic. I look forward to teaching this class and encourage you to work together and with me to help make this course a rewarding and enjoyable experience possible for all of us.

Required Texts

Goode, E. (2015). *Drugs in American Society* (8th ed.). New York: McGraw-Hill.
(ISBN #: 9780-0-07-802659-1)

Miller, D. (2016). *Taking Sides: Clashing Views in Drugs and Society* (11th ed.). New York: McGraw-Hill. (ISBN #: 978-0078319628)

Additional readings will be posted on Blackboard.

Course Policies

Attendance and Instructional Approach

Classes will be held TR from 11:00 a.m.-12:15 p.m. in the Mary Riepma Ross Media Arts Center-Van Brunt Visitors' Center (RVP) 123. Attendance will be taken every session and is a critical aspect of evaluation in this course (see below). Instruction will consist of lectures, class discussions, small group work and presentations, films, guest speakers, and in- and out-of-class activities. Students are expected to be active participants in their own learning by contributing to class discussions, group projects, and other class activities, and are expected to have completed all assignments according to the schedule outlined in this syllabus. PowerPoints used for lectures and the Small Group Presentations will be posted on Blackboard. Although *Drugs and Society 309* presupposes no prior knowledge of this topic, students are expected to be able to draw upon a general knowledge of the social sciences and think critically about course topics and their practical application and implications to the world in which we live.

Statement of Academic Dishonesty

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct which addresses the issue of academic dishonesty.

Diversity Statement

The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act. Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 402-472-3787 voice or TTY.

Instructor's Note

The experiences, opinions, and knowledge each of us brings to the classroom are unique and deserving of respect from your peers and from the instructor. This course is designed to encourage open discussions regarding often contentious and conflicting viewpoints as well as the underlying assumptions on which they are based. These discussions must at all times remain within obvious parameters of respect for others' backgrounds, views, and beliefs. All faculty, staff and students are responsible for understanding and complying with harassment policies. For more information, visit <http://www.unl.edu/equity>.

The use of CELL PHONES, texting, etc., is not allowed during the formal class sessions and any student seen using his or her phone will be asked to leave the class. *Please do not leave the class early* as this is distracting and disrespectful to your peers and the instructors.

Grading and Evaluation

There are a total of 300 possible points in this course as detailed below:

	Points	Percent
Attendance and Class Participation	60	20%
Exams	120	40%
Taking Sides Small Group Presentations/Reports	60	20%
Taking Sides Research Topic Report	60	20%
Total Points	300	100%

Grading Scale

98-100 = A+	88-89 = B+	78-79 = C+	68-69 = D+	59 or fewer = F
93-97 = A	83-87 = B	73-77 = C	63-67 = D	
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-	

Attendance and Class Participation: 60 points (20%)

Attendance will be taken every class. There are 31 class sessions in the Spring Semester counting the first day of class and the final exam. Students will receive 2 points for every class up to a total of 60 points. Students are allowed to miss one class without point deduction. I strongly encourage students to attend all class sessions in order to avoid missing important discussions, assignments, announcements, etc. As mentioned above, participation in class discussions is also an important component of your responsibilities as a student in this course. Students will receive full attendance points on the occasion the instructor cancels class for any reason. Attendance and class participation constitute 60/300 points or 20% of the final grade.

Exams: 120 points (40%)

There will be two in-class 60 question exams: **Exam 1 or Midterm (March 3)** and **Exam 2 or Final (May 3, 3:30-5:30 p.m.)**. These exams will consist primarily of multiple-choice questions but there may also be matching, true/false, and short answer questions based on lectures, readings, videos, guest speakers, and class discussions. Each exam is worth 60 points. The second or final exam will not be comprehensive but students are expected to know and understand concepts and ideas covered throughout the course as they relate to the final exam. The exams constitute 120/300 points or 40% of the final grade.

Small Group Presentation and Report: 60 points (20%)

Each student will be assigned to one of twelve groups to lead a class discussion/debate of one of the twelve chapters selected from the *Taking Sides* text. Each group will identify and outline the important issue being debated and the two clashing views presented in the text. It will also improve the quality of the presentation/report to use the *Drugs and Society* text to bolster your arguments. The presentation will cover four major topics: (1) the issue being debated, (2) the “yes” side of the argument, (3) the “no” side of the argument, and (4) conclusions/implications. Each group is expected to present for 15 minutes and turn in their PowerPoint presentation (10-15 slides) to be posted on Blackboard prior to the presentation. In addition, each group member must turn in a written four page (double-spaced) overview or summary of their topic. The PowerPoint slides used in the presentation are due the day before the presentation and the topic overview papers are due on the day of the presentation. There will be time devoted in class to meet with your respective groups. The small group presentation/slides/report constitutes 60/300 points or 20% of the final grade.

Group 1 (Issue 1.1)	Should Laws against Drug Use Remain Restrictive (1-28)
Group 2 (Issue 3.4)	Does Drug Abuse Treatment Work? (2-4)
Group 3 (Issue 3.5):	Is Drug Addiction a Problem of Youth? (2-11)
Group 4 (Issue 1.5)	Should Health Care Plans Cover Naturopathic Remedies? (2-18)
Group 5 (Issue 2.4)	Is Caffeine a Health Risk (2-25)
Group 6 (Issue 1.6)	Is Drug Addiction a Brain Disease (3-1)
Group 7 (Issue 1.3)	Should the United States Drinking Age Remain at 21? (3-10)
Group 8 (Issue 1.7)	Should There Be More Regulation of Performance-Enhancing Drugs (3-17)
Group 9 (Issue 3.2)	Should Marijuana Be Approved for Medical Use? (3-31)
Group 10 (Issue 2.5)	Should School-Age Children with Attention Deficit/Hyperactivity Disorder (ADHD) be Treated with Ritalin and Other Stimulants (4-7)
Group 11 (Issue 2.3)	Is Opiate Addiction Truly Debilitating? (4-12)
Group 12 (Issue 1.2)	Should the U.S. Put More Emphasis on Stopping Importation of Drugs? (4-21)
Group 13 (Issue 2.2)	Should Laws Prohibiting Marijuana Use be Relaxed? (4-28)

Research Report: 60 points (20%)

All students must complete an individual research report on one of the issues discussed in Miller's (2016) *Taking Sides: Clashing Views in in Drugs and Society* text. IMPORTANTLY, you must select a topic/issue that was not covered by your small group in the Small Group Presentation and Report described above. This report should be *six to eight pages* in length, double-spaced, numbered, and with one-inch margins. Please use Times Roman 12 pt. font. However, rather than simply providing a summary of this yes/no positions outlined in the chapter, students need to pick a side of the controversy and bolster their arguments with outside sources such as those posted in the references section of each chapter. A minimum of *five literature sources in addition to textbooks and internet citations* included on a separate page titled "References Cited." The research report should also include an unnumbered cover sheet with course title, course number, student's name, date, and the title of the issue chosen. Research reports are due on **April 14**. *Each student must submit a one-paragraph abstract of their selected topic for approval by Thursday, March 8 to wbabchuk1@unl.edu*. The research paper constitutes 60/300 points or 20% of the final grade. More detailed instructions will be posted on Blackboard.

Preliminary Course Schedule Section 1

Green = No Class; Purple = Group Presentations; Red = Exams;
Blue = Research Reports Topics/Issues and Research Paper Due

Week	Date	Topics	Readings
1	1-12	Course Overview, Introduction to Sociological Theory and Method	Macionis (2015) Ch. 1 Part 1 (Blackboard)
	1-14		Macionis (2015) Ch. 1 Part 2 (Blackboard)
2	1-19	History of Drug Use	Goode (2015) Ch. 1
	1-21		
3	1-26	History of Drug Control	Goode (2015) Ch. 2
	1-28	<i>Group 1: Should Laws Against Drug Use Remain Restrictive</i>	Miller (2016) Issue 1.1
4	2-2	No Formal Class Meeting	
	2-4	Drug Use: Pharmacological Perspective <i>Group 2: Does Drug Abuse Treatment Work?</i>	Goode (2015) Ch. 3 Miller (2016) Issue 3.4
5	2-9	Drug Use: Sociological Perspective	Goode (2015) Ch. 4
	2-11	<i>Group 3: Is Drug Addiction a Problem of Youth?</i>	Miller (2016) Issue 3.5
6	2-16	Drugs in the Media	Goode (2015) Ch. 5
	2-18	<i>Group 4: Should Health Care Plans Cover Naturopathic Remedies?</i>	Miller (2016) Issue 1.5
7	2-23	Studying Drug Use	Goode (2015) Ch. 6
	2-25	<i>Group 5: Is Caffeine a Health Risk</i>	Miller (2016) Issue 2.4
8	3-1	Explaining Drug Use <i>Group 6: Is Drug Addiction a Brain Disease</i>	Goode (2015) Ch. 7 Miller (2016) Issue 1.6
	3-3	Exam 1 (Midterm) Goode (2015) Chs. 1-7; Macionis (2015) Ch. 1	

Preliminary Course Schedule Section 2

Week	Date	Topics	Readings
9	3-8	Research Report Topics/Issue Due Alcohol and Tobacco	Goode (2015) Ch. 8
	3-10	<i>Group 7: Should the United States Drinking Age Remain at 21?</i>	Miller (2016) Issue 1.3
10	3-15	Prescription Drugs	Goode (2015) Ch. 9
	3-17	<i>Group 8: Should There Be More Regulation of Performance-Enhancing Drugs</i>	Miller (2016) Issue 1.7
11	3-22	Spring Break (UNL offices open Monday-Friday)	
	3-24		
12	3-29	Marijuana, LSD, and Club Drugs	Goode (2015) Ch. 10
	3-31	<i>Group 9: Should Marijuana Be Approved for Medical Use?</i>	
13	4-5	Stimulants	Goode (2015) Ch. 11
	4-7	<i>Group 10: Should School-Age Children with Attention Deficit/Hyperactivity Disorder (ADHD) be Treated with Ritalin and Other Stimulants?</i>	Miller (2016) Issue 2.5
14	4-12	Heroin and the Narcotics <i>Group 11: Is Opiate Addiction Truly Debilitating?</i>	Goode (2015) Ch. 12 Miller (2016) Issue 2.3
	4-14	Research Reports Due	
15	4-19	Drugs and Crime	Goode (2015) Ch. 13
	4-21	Trafficking in Illicit Drugs <i>Group 12: Should the U.S. Put More Emphasis on Stopping the Importation of Drugs?</i>	Goode (2015) Ch. 14 Miller (2016) Issue 1.2
16	4-26	Legalization and Decriminalization	Goode (2015) Ch. 16
	4-28	<i>Class Discussion: Should Laws Prohibiting Marijuana Use be Relaxed?</i>	Miller (2016) Issue 2.2
17	5-3	Exam 2: Final Exam (Not Comprehensive) 3:30-5:30 p.m. (Tuesday) Goode (2015) Chs. 8-14, 16	

IMPORTANT DATES

January 12	Class Begins
January 28	Group 1 Presentation
February 2	No Formal Class Meeting
February 4	Group 2 Presentation
February 11	Group 3 Presentation
February 18	Group 4 Presentation
February 25	Group 5 Presentation
March 1	Group 6 Presentation
March 3	Exam 1 (Midterm)
March 8	Research Report Topic/Issue Due
March 10	Group 7 Presentation
March 17	Group 8 Presentation
March 20-27	Spring Break (UNL Offices open Monday-Friday)
March 31	Group 9 Presentation
April 7	Group 10 Presentation
April 12	Group 11 Presentation
April 14	Research Reports Due
April 21	Group 12 Presentation
April 28	Class Discussion
May 3	Exam 2 (Final) (Tuesday, 3:30-5:30 p.m)