



**SOCIOLOGY 265**  
**Drug Use and Abuse:**  
**Getting High in the United States**  
**Spring 2016**

*Professor:* Dr. Hamil-Luker  
*Class Time:* WF 11:45 – 1:00  
*Class Location:* Gray 228  
*Office Hours:* W 1-2:30 & by appointment  
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**COURSE OVERVIEW:**

This course introduces students to the sociological study of legal and illicit drug use in the United States. Although students will briefly study drugs' effects on bodies and minds, the course focuses on sociocultural aspects of drug use and drug policy. Course content includes the historical development and social construction of drug use, abuse, markets, legislation, and regulation. By studying and critiquing theories and research, students will examine relationships between drug use and crime, class stratification, racism, and the medicalization of deviance. The course will investigate why some substances are deemed illegal and other harmful substances are not criminalized. Focusing on how power and public opinion shape drug policy, students will assess the legal causes and progress of the "War on Drugs." By developing a sociological framework for understanding the impact drugs and drug policies have on society, students will improve their abilities to analyze and interpret data, recognize bias and faulty reasoning, and to evaluate public policies.

**COURSE OBJECTIVES:**

At the end of this class students should be able to:

- Describe trends and patterns of drug use across groups who vary by age, race/ethnicity, social class, and gender
- Analyze depictions of drug consumption in popular culture
- Explain the relationship between the legal status of drugs and their capacity to generate individual and social harm
- Compare and contrast key theoretical explanations of drug use and abuse
- Provide examples of relationship between public reactions to drugs and policy decisions
- Critically evaluate existing drug policies and propose feasible alternatives to drug policies on treatment, prevention and control.

**COURSE FORMAT:**

The format of this course is a combination of discussion, lecture, film, case studies, policy analysis, in-class exercises, and debate. In class, we will practice important skills and apply major concepts in small work groups of five to seven students. As part of a high-performance learning team, you will apply the knowledge you learned out of class to real-life problem solving in class. You will learn from each other and hold each other accountable for the preparation and completion of assignments. This approach is designed to increase your mastery of course content, give you the opportunity to hear new and diverse viewpoints from your classmates, and develop skills you will need once you leave college. Course grades are based primarily on individual performance in the class, augmented by peer evaluation and team performance.

## SUMMARY OF COURSE REQUIREMENTS:

Course Requirement	Date	% of Total Grade
Attendance & class contribution	Daily	5
In-class quizzes over readings	Weekly	25
Team projects	Feb 10, March 11, April 27	25
Multiple-choice & short answer exams	Feb 17, March 30, May 3	45
<b>Total</b>		100

### CLASS PARTICIPATION:

Since the quality of our class depends greatly on the contributions all members make, class participation will be incorporated as 5% of your final grade. Your class participation grade is dependent upon attending class regularly and on time, being prepared, and the quality of your contributions to small group discussions and full-class activities.

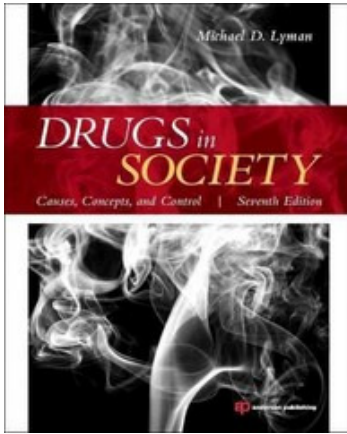
Your ideas, opinions, and questions are essential contributions to this course. We need your committed effort to articulate your thoughts, listen to others, and be a constructive force in the learning process. Respect the class's time by keeping your comments succinct and on track so others can contribute to the discussion. If you do not understand a point someone has made, ask for clarification. Treat everyone with respect, even if their ideas, appearance, background, or values differ from yours.

To accommodate illnesses, sporting events, family emergencies, and other absences, I will **drop your lowest 3 participation grades**. This means you can miss three classes for any reason without penalty. There is no need to email me or seek my permission for an "excused" absence. After missing 3 classes, your participation grade drops 5 points out of 100 for each additional absence *regardless of reason*.

### QUIZZES:

Approximately 12-15 times in the semester you will complete short quizzes over the main ideas in the assigned daily reading. These unannounced quizzes are designed to incentivize and reward your engaged preparation for class. Quiz questions will NOT cover obscure facts, but central ideas and key concepts emphasized in the texts. Missed in-class quizzes will receive 0 points and *they cannot be made up under any circumstances*. If you know you will miss a class, you may write a 500 word reading summary in advance instead of taking the quiz. **I will drop your lowest three quiz grades**. Quizzes are worth 25% of your final average.





### TEXTS AND READINGS:

You may purchase a hard copy or rent an online copy of Michael D. Lyman's (2014) *Drugs in Society: Causes, Concepts and Control*, 7<sup>th</sup> edition. To rent the text for \$15, follow this link:

<http://www.chegg.com/textbooks/drugs-in-society-7th-edition-9781455731879-1455731870>

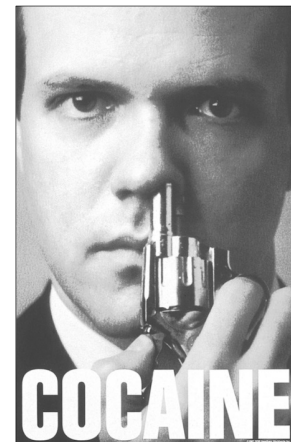
Additional texts outlined in the course schedule are posted on the class Sakai website under Resources, then Readings. You should complete the readings before attending class. Expect to spend at least 2 hours preparing for each class.

As you critically engage the reading material, try to take in the *main ideas* and *key terms* for each reading. Focus on the overall *idea* of the reading, the *conclusion* the author presents, and some of the *reasoning* and *evidence* behind the author's words. Evaluate and analyze what you are reading as you move through and reflect upon the text. Read with the goal of finding deep understanding of the scholarly material.

### TEAM PROJECTS:

Course readings and lectures will provide a broad overview of different types of legally-restricted and legal drugs and the policies that regulate them. Team projects allow you to investigate a specific drug and its regulation in richer detail. Throughout the semester, you will work with four or five other students to investigate your chosen research topic, selected from the list below. Each option includes a different type of drug (e.g., cocaine, alcohol, steroids) and target group (e.g., college students, the rural citizens, pregnant women). You may choose to cover the broad topic as listed (e.g., prescription drug abuse among professionals) or narrow your focus (e.g., pain-killer addiction among physicians).

- Heroin addiction among the homeless
- Binge drinking among college students
- Prescription drug abuse among white collar professionals
- Tobacco smoking among pregnant women
- Ritalin abuse among high school students
- Steroid use among athletes
- Rohypnol/GHB use by sexual assaulters
- Marijuana use by those with chronic health problems
- Cocaine use among poor, inner-city residents
- Methamphetamine use in rural America
- Hallucinogen use among Native Americans
- Inhalant use among American teenagers



Your team will function as if it were a non-profit organization hired by the federal government to educate the general public about drug use in your specified population. Your goal is to create awareness about the issue and promote some form of change, either behavioral or legislative. Your team will convey information and persuade an audience to action by creating a brochure or fact sheet, delivering an oral presentation, and creating a public service announcement in the form of a 60-90 second commercial. Below find an outline of the project assignments and due dates. Grades will be based on your individual performance, team performance, and peer evaluations. Detailed instructions and grading rubrics for each project are listed on Sakai under Resources.

## TEAM PROJECTS:

<b>Date</b>	<b>Project Assignment</b>	<b>Project Product</b>
<b>Feb 10</b>	Provide overview of drug use in target group: profile of users; theories explaining use and abuse; physical, psychological, social impact of addiction	7-8 minute oral presentation with Power Point slides, notes posted to Sakai Forum
<b>March 11</b>	Make a case for the most appropriate response to drug use in your target group: law enforcement, preventive, therapeutic, decriminalization	2 page brochure or fact sheet
<b>April 27</b>	Create an advertisement to publicize your message encouraging changes in drug policy or group members' behavior	60-90 second public service announcement video

## EXAMS:

There will be three non-cumulative exams over the semester. Multiple choice and short answer questions will cover central ideas and key concepts emphasized in the readings and in class discussions. To prepare for the exams, study the notes I post before each class to our course Sakai website. These notes serve as your study guide, highlighting the important concepts, findings, and theories from your readings. Each exam is worth 15% of your final average.

## LATE POLICY:

I will not give make-up exams or accept late assignments unless you are seriously ill, hospitalized, or have a death in your family. You will need to provide documentation for these events, such as a doctor's note or an obituary. If you know in advance that you will have problems meeting a deadline, email me or come to my office hours to discuss the situation. Do not struggle with an assignment on your own; ask me or our teaching assistant for help. **I deduct 10% per day an assignment is late.**

POLICY ON COMPUTING DEVICES: You may bring your laptops, tablets, phones, or other electronic devices to class if you use them for learning course material. You may not surf the internet, play games, complete homework for other classes, read the news, chat, text, or engage in other activities unrelated to class. Doing so will forfeit your ability to bring electronics into our classroom in the future.



## ACADEMIC INTEGRITY:

I expect you to act in accordance with Duke's Community Standard. Violations of this policy include, but are not limited to cheating (intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise) and plagiarism (knowingly representing the words of another as one's own in any academic exercise). I will report violations of the Duke Community Standard to the Office of Student Conduct.

## GRADING SCALE:

<i>Grade</i>	<i>Average</i>	<i>Definition</i>	<i>Grade</i>	<i>Average</i>	<i>Definition</i>
A+	97-100	Exceptional work	C+	77-79.9	Satisfactory work
A	94-96.9				
A-	90-93.9				
B+	87-89.9	Above expectations	D	60-69.9	Low passing work
B	84-86.9				
B-	80-83.9		F	0-59.9	

## COURSE OUTLINE AND READINGS

### I Understanding Drug Use and Abuse

**Jan 15** Course overview

**Jan 20** Patterns of Drug Use and Abuse

Lyman (2014). Chapter 1

**Jan 22** Medicalization of Drug Addiction

Anderson, Scott and Kavanaugh. (2015). "Race, Inequality and the Medicalization of Drug Addiction." *Journal of Substance Use* 20:319-332.

Boggs. (2015). "The Medicalized Society." *Critical Sociology* 40: 517-535.

**Jan 27** Theories of Drug Use and Abuse

Hathaway. (2015). "Theoretical Perspectives on Drugs." Chapter 2 in *Drugs and Society*.

**Jan 29** History of Drug Use

Lyman (2014). Chapter 2

**Feb 3** History of Drug-Control

Robinson and Scherlen. (2014). Chapter 2 in *Lies, Damned Lies, and Drug War Statistics*.

**Feb 5** Drug-Taking Pharmacology

Lyman (2014). Chapter 3

**Feb 10** Team Presentations

**Feb 12** Field Trip to TROSA

**Feb 17** Exam 1

### II. Societal Response to Drug Use

**Feb 19** Pop Cultural Depictions of Drug Use and Abuse

Bogazianos. (2012). Chp 3 in *5 Grams: Crack Cocaine, Rap Music & the War on Drugs*.

<b>Feb 24</b>	<b>Social Construction of Drug “Epidemics”</b>
	Linnemann and Wall. (2013). “This is Your Face on Meth: The Punitive Spectacle of ‘White Trash’ in the Rural War on Drugs.” <i>Theoretical Criminology</i> 17:315-334. Deseran and Orcutt. (2009). “Deconstruction of a Drug Crisis: Media Coverage of Drug Issues During the 1996 Presidential Campaign.” <i>Journal of Drug Issues</i> 22: 871-92.
<b>Feb 26</b>	<b>Drug Law Enforcement</b>
	Lyman (2014). Chapter 10
<b>March 2</b>	<b>Legalization of Drugs</b>
	Lyman (2014). Chapter 12
<b>March 4</b>	<b>Prohibition of Drugs</b>
	Lyman (2014). Chapter 13
<b>March 9</b>	<b>Therapeutic Response to Drugs</b>
	Lyman (2014). Chapter 14
<b>March 11</b>	<b>Team Fact Sheet/Brochure Due</b>
<b>March 16-18</b>	<b>Spring Break</b>

## II. Drugs, Crime and Criminal Justice

<b>March 23</b>	<b>Illicit Drug Trade</b>
	Lyman (2014). Chapter 4
<b>March 25</b>	<b>Domestic Drug Production</b>
	Lyman (2014). Chapter 5
<b>March 30</b>	<b>Exam 2</b>
<b>April 1</b>	<b>Drugs and Crime</b>
	Lyman (2014). Chapter 6
<b>April 6</b>	<b>Organized Crime and Drugs</b>
	Lyman (2014). Chapter 7
<b>April 8</b>	<b>Domesic Drug-Trafficking</b>
	Lyman (2014). Chapter 8
<b>April 13</b>	<b>Transnational Drug-Trafficking</b>
	Lyman (2014). Chapter 9
<b>April 15</b>	<b>U.S. Strategies for Drug Control</b>
	Levinthal. (2016). <i>Drugs, Society and Criminal Justice</i> . Chapter 11.

- April 20**    **Evaluation of War on Drugs**  
Robinson & Scherlen. (2014). Chapter 6 in *Lies, Damned Lies, and Drug War Statistics*.
- April 22**    **Drug Abuse Support Groups**
- April 27**    **Team Public Service Announcement Due**
- May 3**      **Final Exam 10 a.m.**