

Sociology 397: Substance Abuse

Instructor: Dr. Jeff Edwards

Phone: 864.656.3823

Office: 137 Brackett Hall

Email: jedwar8@clemson.edu

Office Hours: MWF 8:00-10:00 and 1:15-2:15

Course Days and Time: MWF
Section 1- 10:10- 11:00

Course Description:

This course presents a comprehensive introduction to substance abuse. This course covers the physiological and mental effects of alcohol and other psychoactive drugs. Different categories of drugs will be discussed in detail. In addition, the sociological effects of use, abuse and addiction will be examined. Through a variety of pedagogical methods- students will write about, watch video, have group discussions and listen to individuals with expertise in this concentration. In this course, we will examine several theoretical perspectives sociologists and other researchers use to understand substance abuse and analyze how social structures, cultures, and processes are created and maintained and, most importantly, how they affect behavior. After taking this course, students will be able to: (1) comprehend and analyze societal structures and dynamics which play a role in use, abuse and addiction; (2) and recognize the influence of society on individual lives—including your own. In addition to providing an understanding of substance abuse, this course will give students the opportunity to critically read, think, and write about the social world they inhabit.

CLEMSON THINKS 2:

This course is part of the Clemson University's Clemson Thinks2 seminar series. This course and this series was designed to actively engage you in thinking critically about various issues involving substance use, abuse, and addiction. To assess your growth in critical thinking skills you will take the California Achievement Test (CAT) at the beginning of the course and again at the end of the course. Your score will not be part of your final grade – but it is an important part of this class. Your classroom activities and out of course assignments will focus on developing your critical thinking skills – skills that you will take away from this class and be able to apply them in all your other classes, as well as life after graduation.

In class we will:

Analyze the logic behind arguments and identify contradictions, inconsistencies, and flaws.

Conclude whether arguments and perceptions are supported by evidence-based practices.

Identify and evaluate the authors' agendas and biases.

Synthesize arguments from various perspectives and attempt to come to appropriate conclusions.

Use daily writing assignments and student presentations to produce “artifacts” to ensure that you are using critical thinking skills.

Strategies that we will use to help incorporate critical thinking:

We will use lecture, videos, readings, writing assignments, student presentations, and class discussions to explore substance abuse worldwide.

Analyze and discuss the arguments in your text and class lectures.

Group discussion/debate about the rationale and perspectives of the authors.

Discussion of next steps in solving problems involving substance abuse.

Course Objectives:

Through your active participation in this course you will:

Academic Objectives

- Articulate the physiological, mental, and social effects of psychoactive drugs.
- Be conversant with the different categories and histories of psychoactive drugs.

- Develop greater awareness of the influence of society on substance use/abuse.

Intellectual Objectives

- Improve your critical reasoning/thinking skills.
- Enhance your ability to evaluate current data and the most recent literature concerning drug abuse.

Readings: Hart, C. L., & Ksir, C. (2013). *Drugs, Society, & Human Behavior* (15th ed). New York, NY: McGraw-Hill.

Requirements and Grading

Attendance and Participation & Pop Quizzes:

Your attendance and participation in class are expected, as is the timely completion of ALL assigned readings. Many class sessions will be discussion-based and lectures will cover material not available in the readings, therefore it is **highly unlikely** that you will do well on the exams and in the course if you do not attend class. There are assignments that require you to speak in class. This is not part of your participation grade. You need to add to class discussion in a meaningful way in order to earn your participation grades. *Also, I will give pop quizzes throughout the semester on an “as needed” basis.

****Participation comprises 5 total points of your final grade.**

News Articles: Current Event Presentation (CT2 artifact)

Everyone will be required to present at least one current event article in class during the semester. Assignment is as follows: You will read and respond to a news article of your choice. In your response, you will 1) write a brief summary of the article, 2) discuss whether there is a bias in the article and how you know whether or not there is bias, 3) formulate an argument in support of or against the author’s position, and 4) discuss specifically how the article you chose is related to class material or class discussions. The article you choose to summarize must be *NEWS* from reliable sources (i.e. Wall Street Journal, USA Today, New York Times, etc.). Responses to editorials, blogs or opinion pieces will not be accepted. The article response should be about a page in length. You will hand these in after you present them to the class.

****Article Response Presentation comprises 10% of your final grade.**

Daily in-class writing assignments (CT2 artifact)

Students will respond to one or two questions on a daily basis. You will write your responses to the questions and then turn them in to me. I will read your responses aloud to the class in an attempt to create discussion amongst your peers. This will allow us to gain many different perspectives about our thoughts and perceptions of substance abuse while learning how to critically examine problems and possible solutions. Your assignments will be graded on effort, the amount of critical thought you’ve put into it, the feasibility of your response, and whether or not you support your response adequately.

****Daily response assignments comprise 20% of your final grade.**

Exams: 2 @ 100 points each

There will be two in class exams – a midterm and a final. The final exam will be cumulative and it will given during the final exam session – December 8-12. The format will be a combination of short answer, multiple choice, and essay questions. The exams are designed to show that you have read the material and understand the basic concepts discussed in class. All of the information on the exams will be discussed in class before the exam. If you must miss class on the day of the exam you will need to let me know BEFORE the exam. **No makeup exams will be given if I do not know ahead of time. All exams must be made up within one week of the exam date.**

****The first exam (midterm) is worth 25% and the final exam comprises the remaining 40% of your final grade.**

Grading Scale: 90-100% - A; 80-89% - B; 70-79% - C; 60-69% - D; Below 60% - F

Grade Disputes:

Grade protests must be submitted in writing within 48 hours of receiving a graded quiz, paper, or exam. That said, any protested quiz, paper, or exam is subject to a complete re-evaluation—your grade may go up or down.

Statement of Academic Integrity

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” “When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.”

Students with Disabilities

“Students with disabilities who need accommodations should make an appointment with Arlene Stewart, Director of Student Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disabilities Services when they meet with instructors. Student Disability Services is located in G-20 Redfern (telephone number: 656-6848; e-mail: sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester. In order to comply with the Americans with Disabilities Act (ADA), faculty must follow instructions contained in letters issued by the office of Student Disability Services. All questions should be directed to Dr. Arlene Stewart (656-6848).

Clemson University Title IX

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

IMPORTANT DETAILS

If I Am Delayed:

If I am delayed or unable to attend class, I will make every effort to notify you in advance. If I am unable to do so, you are excused at 15 minutes after the start of class.

Class Conduct:

You are responsible for coming to class prepared and ready to engage with the material. Barring any unforeseen emergencies, I will arrive to class on time, remain for the entire period, and dismiss as scheduled—I expect the same from you. Excessive tardiness, exiting and re-entering, and/or leaving early can and will affect your participation grade. Readings must be completed before class. Being prepared also means being awake and attentive (sleeping, reading outside material, surfing the internet, ect.). Cell phones, iPods, etc. must be

TURNED OFF if you are not using them for class. **An open computer is like a raised hand – I reserve the right to treat it as such. ** Occasionally, you may be asked to bring your laptops to class for group activities (I will notify you ahead of time when laptops will be necessary).

This is all part of the climate of respect we will aim to create in the classroom. Some of the topics we discuss this semester may provoke strong reactions—intellectual debate is encouraged, personal attacks are prohibited. Moreover, since this is a sociology course, our focus will be on **social scientific analyses and evaluations**, **NOT individualistic explanations or personal opinions**.

Absences:

- According to University policy, students missing the first two classes of the semester will be dropped from the roll.
- You are responsible for any material you miss due to an absence from class. Please do not contact me or your TA asking for this material.
- If you are absent for any reason on the day that an assignment is due, the assignment must still be submitted **on time**. I accept papers via email, thus making absence and printer problems unacceptable excuses.

Rescheduled exams, late assignments, extensions, etc.:

- Exams **MUST** be taken at the scheduled date and time. Exams will only be rescheduled for extremely extenuating circumstances. Examples of extenuating circumstances include a death in the family, an accident or hospitalization (your own, NOT someone else's), etc. Having too much work (or other exams, assignments due on the same day) is **NOT** an extenuating circumstance. Anyone with a legitimate reason for rescheduling an exam **MUST** contact me as soon as the difficulty arises. All rescheduled exams will be essay format and will be taken at the earliest possible alternative time.
- Extensions on assignments may be granted for (extremely) extenuating circumstances (see above for examples), provided I am made aware of the situation **before** the assignment is due. That said, I rarely give extensions so you should not count on having your request granted.

Class Schedule (SUBJECT TO CHANGE)

Wednesday, Aug 20	Introduction to class, review syllabus, CAT (see CT2 section above)
Friday, Aug 22	History and Classification READINGS: Handout – Inaba, chapter 1 (on blackboard)
Monday, Aug 25	History and Classification READINGS: Handout – Inaba, chapter 1 (on blackboard)
Wednesday, Aug 27	Drug Use, An overview READINGS: Hart & Ksir, chapter 1
Friday, Aug 29	Drug Use, An overview READINGS: Hart & Ksir, chapter 1
Monday, Sept 1	Drug Use as a Social Problem READINGS: Hart & Ksir, chapter 2

Wednesday, Sept 3	Drug Use as a Social Problem READINGS: Hart & Ksir, chapter 2
Friday, Sept 5	Drug Policy READINGS: Hart & Ksir, chapter 3
Monday, Sept 8	Drug Policy READINGS: Hart & Ksir, chapter 3
Wednesday, Sept 10	The Nervous System READINGS: Hart & Ksir, chapter 4
Friday, Sept 12	Actions of Drugs READINGS: Hart & Ksir, chapter 5
Monday, Sept 15	Actions of Drugs READINGS: Hart & Ksir, chapter 5
Wednesday, Sept 17	Stimulants READINGS: Hart & Ksir, chapter 6
Friday, Sept 19	Stimulants READINGS: Hart & Ksir, chapter 6
Monday, Sept 22	Depressants and Inhalants READINGS: Hart & Ksir, chapter 7
Wednesday, Sept 24	Depressants and Inhalants READINGS: Hart & Ksir, chapter 7
Friday, Sept 26	Medication for Mental Disorders READINGS: Hart & Ksir, chapter 8
Monday, Sept 29	Alcohol READINGS: Hart & Ksir, chapter 9
Wednesday, Oct 1	Alcohol READINGS: Hart & Ksir, chapter 9
Friday, Oct 3	Midterm Exam
Monday, Oct 6	Alcohol READINGS: Hart & Ksir, chapter 9
Wednesday, Oct 8	Tobacco READINGS: Hart & Ksir, chapter 10
Friday, Oct 10	Tobacco READINGS: Hart & Ksir, chapter 10

Monday, Oct 13	Caffeine READINGS:	Hart & Ksir, chapter 11
Wednesday, Oct 15	Caffeine READINGS:	Hart & Ksir, chapter 11
Friday, Oct 17	Dietary Supplements and OTCs READINGS:	Hart & Ksir, chapter 12
Monday, Oct 20	Dietary Supplements and OTCs READINGS:	Hart & Ksir, chapter 12
Wednesday, Oct 22	Opioids READING:	Hart & Ksir, chapter 13
Friday, Oct 24	Opioids READINGS:	Hart & Ksir, chapter 13
Monday, Oct 27	Hallucinogens READINGS:	Hart & Ksir, chapter 14
Wednesday, Oct 29	Hallucinogens READINGS:	Hart & Ksir, chapter 14
Friday, Oct 31	Marijuana READINGS:	Hart & Ksir, chapter 15
Monday, Nov 3	Fall Break	
Wednesday, Nov 5	Marijuana READINGS:	Hart & Ksir, chapter 15
Friday, Nov 7	Marijuana READINGS:	Hart & Ksir, chapter 15
Monday, Nov 10	PEDs READINGS:	Hart & Ksir, chapter 16
Wednesday, Nov 12	PEDs READINGS:	Hart & Ksir, chapter 16
Friday, Nov 14	Prevention READINGS:	Hart & Ksir, chapter 17
Monday, Nov 17	Prevention READINGS:	Hart & Ksir, chapter 17
Wednesday, Nov 19	Prevention READINGS:	Hart & Ksir, chapter 17
Friday, Nov 21	Treatment READINGS:	Hart & Ksir, chapter 18

Monday, Nov 24	Treatment READINGS: Hart & Ksir, chapter 18
Wednesday, Nov 26	Thanksgiving Break
Friday, Nov 28	Thanksgiving Break
Monday, Dec 1	Treatment READINGS: Hart & Ksir, chapter 18
Wednesday, Dec 3	Treatment READINGS: Hart & Ksir, chapter 18
Friday, Dec 5	Class wrap-up, Discuss Final Exam, CAT
<u>FINAL EXAM:</u>	TBA: December 8-12; Monday – Friday