

SYLLABUS

COURSE INFORMATION

Drugs and Society
SOC 4700
Tues & Thurs 1-2:20pm
Phys Ed Bldg 101

INSTRUCTOR INFORMATION

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office hours: TBA

COURSE DESCRIPTION

Major topics include: (1) the research methods used to study drug use; (2) rates of drug use; (3) the causes of drug use; (4) the consequences of drug use; (5) historical and cross-cultural drug use; and (6) the control of drug use. Many types of drugs will be discussed, but we will mainly focus on the two most commonly used drugs: alcohol and marijuana.

COURSE OBJECTIVES

This course has three objectives: (1) to improve the reading, writing, and critical thinking skills of students; (2) to introduce students to the key terms, concepts, and theoretical perspectives of the sociological study of drugs and drug use; and (3) to broaden our understanding of the meaning of drugs and drug use.

REQUIRED TEXTBOOK

"Self-Medication and Violent Behavior" by Michael Ostrowsky, LFB Scholarly Publishing Co.

GRADING

- **Internet assignments (15% of your final grade)**
- **Video papers (25% of your final grade)**
- **Research paper (25% of your final grade)**
- **Debate (25% of your final grade)**
- **Student teaching (10% of your final grade)**
- Take my warning very seriously: students are expected to complete all assignments by themselves! If the work of two students is very similar, then both students will fail the class and face possible academic suspension from the university.
- All assignments are due at the beginning of class (1pm). Any late work will receive a lower grade for every day that it is late. This, of course, does not include cases in which there are documented crises.
- All student work must be typed and double-spaced or it will not be accepted!
- Extra credit: every so often, without prior announcement, a one question quiz based on the class readings will be given in class. The quizzes cannot hurt your grade but they can help it. For each correct quiz answer, half of one point will be added to your final average. This is the only extra credit option for this course.

INTERNET ASSIGNMENTS

Students will complete four internet assignments. These take-home internet assignments should be fun and interesting. Also, students should find these assignments helpful to their understanding of the course material. Students will present their internet assignments to the class. Don't worry if you are not comfortable with public speaking, because you will be graded only on the materials you turn in. However, students will lose credit if they are absent on the day that they are scheduled to present their internet assignments. Again, this does not include cases in which there are documented crises.

VIDEO PAPERS

I think students are really going to enjoy the four video documentaries that will be shown in-class throughout the semester. After watching the videos in-class, students will have one week to write two short (2-3 pages each) essays. Students will have a choice on which essay questions they want to respond to. Further details to be announced.

RESEARCH PAPER

Every student will write a 6-7 page research paper. There are two topics to choose from: the causes of drug use or the consequences of drug use. Pick the one topic that interests you the most. You are to compare and contrast three articles on your chosen topic. All three articles must be referenced in the textbook. Your paper should include: (1) a summary of each article; (2) a comparative evaluation of the articles (compare and contrast); and (3) an analysis of how the information from the articles has informed the issue which they address. You must print all three articles in full and attach them to your paper. The paper is due on October 27. If students want to try to improve their grade, they can revise their research papers and resubmit them at any point before December 3. If you submit a revised paper, you must attach your original paper to it. A lower grade will not be given to revised papers, but points lost because of lateness cannot be recovered.

DEBATES

This will be an exciting part of the course. Students will sign up for one side (agree or disagree) of two different debates listed below-- although you will actually participate in only one debate. You need not personally agree with the position taken. You should just present the best available arguments and evidence relevant to your position. Therefore, what I am looking for is: (1) how well you incorporate relevant textbook information into the debate, and (2) how well you incorporate relevant non-textbook materials into the debate. Non-textbook materials are articles and statistics found in scholarly journals, newspapers, magazines, and the Internet. The more textbook and non-textbook materials you use the better (but they must be relevant to your debate topic!)

We will have the debates at the end of the semester. For the in-class debates, 2 groups with 2 students each will discuss the two sides of the debate issue. After the debate, each of the debate members will hand in their own 3-4 page paper which answers the following questions:

1. What does the textbook say about your debate topic?
2. What do non-textbook materials say about your debate topic?
3. What were the most persuasive arguments made by the two students that you debated?
4. What did you learn about the debate issue?
5. Which side of the issue (agree, disagree, or both) do you now stand and why?

The basis of your grade for the debate will be the paper, so don't worry if you are not comfortable with public speaking. In order to receive full credit, students must attach all non-textbook materials to their papers. Your debate papers are due by 1pm on Dec. 7.

DEBATE TOPICS

1. People use alcohol mainly because they are depressed.
2. People use marijuana mainly because they have low self-esteem.
3. People use alcohol mainly because they have weak school commitment.
4. People use marijuana mainly because they have weak parental attachment.
5. People use alcohol mainly because they have weak religious ties.
6. People use marijuana mainly because they are thrill-seekers.
7. Alcohol use generally increases depression.
8. Marijuana use generally reduces self-esteem.
9. Alcohol use generally leads to violent behavior.
10. Marijuana use generally leads to violent behavior.
11. Chemical factors, not cultural factors, best explain the relationship between alcohol use and violent behavior.
12. Chemical factors, not cultural factors, best explain the relationship between marijuana use and violent behavior.
13. Field experiments more accurately measure alcohol use and violent behavior than do official statistics.
14. Laboratory experiments more accurately measure marijuana use and violent behavior than do surveys.

STUDENT TEACHING

In addition to the textbook, there are several readings on e-reserve. Early in the semester I will pass around a sheet and each student will sign up to be the student teacher for one e-reserve reading of his/her choice. Student teachers are expected to: (1) clearly explain the e-reserve reading to the other students, highlighting the most important terms and ideas; (2) find, print, and summarize one magazine, newspaper, or Internet article that directly relates to the e-reserve reading; and (3) clearly explain the connection between the e-reserve reading and the magazine, newspaper, or Internet article. Don't worry if you are not comfortable with public speaking, because you will be graded only on the four materials you turn in:

1. Organized notes for the entire e-reserve reading.
2. A summary of the magazine, newspaper, or Internet article.
3. An explanation of the connection between the e-reserve reading and the magazine, newspaper, or Internet article.
4. A list of 20 original questions based on the e-reserve reading and/or article. These questions should not be right/wrong questions; they should be critical thinking questions.

Important: any student will receive a 0 if he/she is absent on the day that he/she is scheduled to be the student teacher. Again, this does not include cases in which there are documented crises. Please realize that if there is more than one student teacher for the same e-reserve reading, each one of the student teachers is responsible for the entire e-reserve reading, and each student will turn in their own four materials.

SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
August 25	Syllabus	
August 27	Class activities	
September 1	Classification of drugs	e-res: 45-49, 238-239
September 3	Introduce textbook	text: Chapter 1
September 8		<u>Video #1</u>
September 10	Research methods & rates of use	e-res: 154-165, 212-216, 240-242, 248
September 15	Research methods & rates of use	text: 38, 41-44, 46-48, 54-61, 72-84
September 17	Research methods & rates of use	text: 105-122, 135, 209-210, 215
September 22		<u>Internet assignment #1</u>
September 24	Causes of drug use	e-res: 83-86, 215-216, 247-251
September 29	Causes of drug use	text: Chapter 2
October 1	Causes of drug use	text: 89-93, 99-100, 203-204, 211-214
October 6		<u>Video #2</u>
October 8	Consequences of drug use	e-res: 46-49, 128, 208-212, 217-219, 239-240, 242-247, 257-259
October 13	Consequences of drug use	text: Chapter 3
October 15		<u>Internet assignment #2</u>
October 20	Consequences of drug use	text: Chapter 4, 93-97, 202, 208-209
October 22	Historical & cross-cultural drug use	e-res: 178-182, 208, 219-222
October 27	Historical & cross-cultural drug use	text: 44-54, 84-86, & <u>Research paper</u>
October 29		<u>Video #3</u>
November 3	Controlling drug use	e-res: 95-98, 106-107, 116-119, 214, 412-413, 445-446
November 5		<u>Internet assignment #3</u>
November 10	The illegal drug industry	e-res: 380-382

November 12		<u>Video #4</u>
November 17	Other drugs	e-res: 272-273, 302-303, 324-326
November 19		<u>Internet assignment #4</u>
November 24		NO CLASS- Thanksgiving
November 26		NO CLASS- Thanksgiving
December 1		<u>Debates</u>
December 3		<u>Debates</u>
December 7 (1pm)		<u>Debate papers</u>

HOW TO DO WELL IN THIS CLASS

1. Attend class as much as possible.
2. Read the assigned readings prior to class.
3. Stay alert in class and take good notes.
4. Do homework every day: don't leave things for the last minute.
5. Ask questions if anything is unclear.

ATTENDANCE

I will not be taking attendance. However, remember that every student is required to present several assignments during the semester, and you will lose credit if you are absent on the day that you are scheduled to present. Also, the only extra credit option for this course requires your classroom attendance.

HAVING TROUBLE?

If you are having trouble in this class, please come see me. I am very willing to help you. And please don't wait until it's too late-- come talk to me as soon as you think you are having trouble.

ACADEMIC DISHONESTY

Both Southern Utah University and I take academic dishonesty very seriously. Any dishonesty will result in an F for the course and possible suspension from the university.

STUDENTS WITH DISABILITIES

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids must contact the Office for Students with Disabilities. The Office for Students with Disabilities determines eligibility for and authorizes the provision of these services and aids. The Office for Students with Disabilities is located in room 206F of the Sharwan Smith Center or (435) 865-8022.

Work hard and enjoy the semester!

