



FLORIDA
ATLANTIC
UNIVERSITY

COURSE CHANGE REQUEST Undergraduate Programs

Department Sociology
College Arts and Letters

UUPC Approval 12/4/23
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number SYP 3550

Current Course Title
Drugs & Society

Syllabus must be attached for ANY changes to current course details. See [Template](#). Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: _____ To: _____

Change course number

From: _____ To: _____

Change credits*

From: _____ To: _____

Change grading

From: _____ To: _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See [Definition of a Credit Hour](#).

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See [WAC Guidelines](#).

***GE criteria must be indicated in syllabus and approval attached to this form. See [Intellectual Foundations Guidelines](#).

Change description to:

This course explores issues of drug consumption, production, and marketing from a sociological perspective. Students will examine how drugs and drug use are socially defined, as well as how social contexts shape patterns of drug use. They will also learn about how legal drug use is shaped by the pharmaceutical industry, including the influence of companies on doctors, what drugs are sold in the market, and how drugs are regulated by government agencies.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Fall 2024

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Phillip Hough/phough2@fau.edu/561-297-0261

Approved by

Department Chair Ann Branaman

College Curriculum Chair [Signature]

College Dean [Signature]

UUPC Chair Korey Sorge

Undergraduate Studies Dean Dan Meeroff

UFS President _____

Provost _____

Date

11/6/23

11/13/23

11/14/23

12/4/23

12/4/23

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

SYP 3550-002 (CRN 13995)

DRUGS AND SOCIETY

In-Person Lecture (GS 120)

Tuesdays/Thursdays 12:30 – 1:50 PM

3 credits

Fall 2024

Prof. Phillip A. Hough

Office: Culture & Society Bldg. (CU) 258, Boca Campus

Office Hours: Tuesdays 2:00 PM – 4:00 PM

Telephone: 561-297-0163

Email: phough2@fau.edu



TA name: Justin Hinson

Email: jhinson2017@fau.edu, Office Hours: Tuesdays 1:50-3:00 PM, Sociology GTA Office – Culture and Society Building (CU) Room 254; also available in-person or via Zoom by appointment if necessary.

Course Description

This course explores issues of drug consumption, production, and marketing from a sociological perspective. Students will examine how drugs and drug use are socially defined, as well as how social contexts shape patterns of drug use. They will also learn about how legal drug use is shaped by the pharmaceutical industry, including the influence of companies on doctors, what drugs are sold in the market, and how drugs are regulated by government agencies.

Instructional Method

This class is designed as an “in-person lecture” format. Students are expected to attend all classes in-person in the classroom during scheduled class times.

Prerequisites/Corequisites

- a. Prerequisites: None
- b. Requirements met: This course counts towards the sociology major or minor

Course Objectives/Student Learning Outcomes

- a. Students will become familiar with the ways that sociological approaches to the study of drug use, abuse and consumption differ from pharmacological and psychological approaches;
- b. Students will become familiar with social constructionist and political economy approaches to the study of drug production, consumption, and distribution.
- c. Students will become familiar with the political economy of illegal and legal drugs, drawing from a comparative-national and historical perspective.
- d. Students will analyze the causes, consequences, and governmental policies addressing drug addiction and recovery from critical sociological perspectives.

Course Evaluation Method

- a. **Attendance**: Students will be expected to attend each scheduled class time in-person. Students will be excused for absences for any university-approved reasons, including for religious observation as well as required participation in university activities (like athletics), civic responsibilities (jury duty, called to testify), and military duty. After each class, the professor will enter a “1” or “0” for your attendance for that day in the Canvas grade sheet. Students with a university-approved absence will receive a “1”. The total attendance grade will be calculated at the end of the semester as a percentage of classes attended/scheduled [10%];
- b. **Class Participation**: This course is reading-intensive and discussion-intensive. Students are expected to complete the course readings, attend each class, and regularly contribute to class discussions in order to obtain a high participation grade. Students can also contribute to their participation grade by communicating regularly with the professor and/or GTA via email, office hour visits, and conversations before and after class. Participation grades will be posted on Canvas at the end of the semester [10%];
- c. **Three Take-Home Essay Assignments**: Students will be expected to complete three take-home essay assignments. These assignments are short-answer essays that are based on the course readings and lectures. The questions are designed to evaluate student comprehension of the main concepts discussed in the readings and lectures. Each Writing Assignment will be posted to the canvas site and students will have the opportunity to familiarize themselves with the short-essay questions and bring any of their questions to class prior to submitting them [20 percentage points for each assignment, totaling 60%];
- d. **Final Paper (Due 12/12)**: Students will write an essay evaluating an aspect of U.S. drug policy that is informed by the sociological readings of the course. Specific guidelines for this final paper will be posted on the course’s Canvas site. Completed papers must be uploaded to the Canvas site by 5:00 PM on Tuesday 12/12. Students are permitted to turn-in their papers prior to the deadline, but no late papers will be accepted unless due to an unforeseen and university-approved event (ex. Family emergency, illness, etc.). [20%]
- e. **Extra Credit (Due 12/12)**: Students can write a brief essay that discusses the relevance

of a selected film/documentary to a specific topic discussed in the course readings, online lectures, or discussions. Each extra credit film will connect to a specific thematic part of the course. Guidelines for these extra credit essays along with links to the films will be available on the Canvas site. The extra credit films include:

- a. 'Medicating Kids' (Dir: Martin Smith, Frontline, 2001)
- b. 'Big Bucks, Big Pharma' (Dir: Ronit Ridberg, 2006)
- c. 'The House I Live in' (Dir: Eugene Jarecki, 2012)
- d. 'Doctor Feelgood: Healer or Dealer?' (Dir: Eve Marson Singbiel, 2016)
- e. 'Big Pharma is Big Business' (Dir: Hermann and Lasko, 2021)
- f. 'Sicko' (Dir: Michael Moore, 2007)
- g. '13th' (Dir: Ava Duverney, 2016)
- h. "Fed Up" (Dir: Stephanie Soechtig, 2014)
- i. "Addiction" (NOVA 2018)
- j. "Coming KLEAN" (NOVA 2018)
- k. "Opioids, Inc" (Frontline, 2020)

Summary of Course Grading and Grading

Attendance	[10%]
Class Participation	[10%]
Three Take-Home Essays	[60%]
Final Paper	[20%]
	100%

Course Grading Scale

A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 0-59

Policy on Makeup Tests, Late Work, and Incompletes

Students will not be penalized for absences or late work due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities or for participation in a religious observance. Any student that misses work due to these university-approved excuses should email the professor and the GTA beforehand to find an alternative due date or make-up test/assignment. Late work or absences due to sickness or other unexpected circumstances should also be explained to the professor and GTA via email.

Classroom Etiquette Policy

During scheduled class times, students are expected to come prepared to discuss the course readings and class topics, to respect the diversity of opinions, backgrounds, and perspectives of fellow students, and to refrain from unnecessary disruptive behavior. The goal is to establish the classroom as a "safe space" for critical intellectual inquiry, academic and intellectual debate, mutual respect, and the collective search for truth and the pursuit of knowledge.

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide

instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

Etiquette Policy on the Recording of Lectures

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Religious Accommodations for Students and Faculty

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

Required Texts/Readings

The following book is required for purchase. The rest of the course readings will be downloadable from our Canvas site.

- 1) Marcia Angell, *The Truth about the Drug Companies: How They Deceive Us and What To Do About It* (Random House Trade Paperbacks, New York: 2005) [ISBN: 0375760946]

Course Topical Outline

Part 1: The Social Construction of Drugs and Drug Use

(8/22) Introduction to Course: What is a Drug?

Please come to class having already read the Course Syllabus, First Take-Home Essay Guidelines, Final Paper Guidelines, and Extra-Credit Guidelines documents. [Each of these documents can be found in the course “files” folder on our Canvas site*]

(8/24) Essentialism vs. Social Constructionism

Erich Goode, “Chapter 1” in *Drugs in American Society*, 7th Edition (McGraw Hill, 2005) [*downloadable from our Canvas site*]

(8/29) From Biological to Psychological Explanations of Drug Use

Erich Goode, "Chapter 2" in *Drugs in American Society*, 7th Edition (McGraw Hill, 2005) [*downloadable from our Canvas site*]

(8/31) Towards a Sociological Explanation: Seeing the Social Patterning of Addiction
Anne Case and Angus Deaton, Introduction and Part 1, *Deaths of Despair and the Future of Capitalism* (Princeton University Press 2020) [*downloadable from our Canvas site*]

(9/5) A Sociological Theory of Addiction: Social Integration, Binging, Addiction
Craig Reinerman et al., "Chapter 4: The Contingent Call of the Pipe: Bingeing and Addiction among Heavy Cocaine Smokers," in Reinerman and Levine eds., *Crack in America: Demon Drugs and Social Justice* (University of California Press, Berkeley: 1997) [*downloadable from our Canvas site*]

(9/7) Micro Sociological Perspective: The Social Meanings of Marijuana Use
Howard S. Becker, "Becoming a Marijuana User," in *The American Journal of Sociology*, vol. 59, no. 3 (Nov. 1953), pp. 235-242 [*downloadable from our Canvas site*]

(9/12) Macro Sociological Perspective: The Social Meanings of Alcohol Use
Joseph Gusfield, "Part 2: Drinking and Leisure" in *Contested Meanings: The Construction of Alcohol Problems* (University of Wisconsin Press, Madison: 1996) [*downloadable from our Canvas site*]

(9/14) The Social Construction of Deviance and Normalcy: Medicalization
Peter Conrad, Chapter 1, *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders* (The Johns Hopkins University Press, Baltimore: 2007)

(9/19) The Social Causes and Social Consequences of Medicalization
Peter Conrad, Chapters 6-8, *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders* (The Johns Hopkins University Press, Baltimore: 2007)

**** WEDNESDAY (9/20) - FIRST TAKE HOME ESSAY DUE – UPLOAD TO CANVAS BY 5 PM****

Part 2: The Political Economy of the Legal Drug Industry

(9/21) Introduction to Political Economy
Marcia Angell, Chapters 1, *The Truth about the Drug Companies: How They Deceive Us and What To Do About It* (Random House Trade Paperbacks, New York: 2005)

In-Class Film & Discussion: "Big Bucks, Big Pharma" (Dir: Ronit Ridberg, 2006)

(9/26) What is "Big Pharma"? What are its interests, public health or private profits?
Marcia Angell, Chapters 2-4, *The Truth about the Drug Companies: How They Deceive Us and What To Do About It* (Random House Trade Paperbacks, New York: 2005)

(9/28) Influencing Demand: Big Pharma and Patients/Consumers

Marcia Angell, Chapters 5-6, *The Truth about the Drug Companies: How They Deceive Us and What To Do About It* (Random House Trade Paperbacks, New York: 2005)

(10/3) Influencing Demand: Big Pharma and Doctors

Marcia Angell, Chapters 7-8, *The Truth about the Drug Companies: How They Deceive Us and What To Do About It* (Random House Trade Paperbacks, New York: 2005)

(10/5) Influencing Supply: Big Pharma and Research and Development, and the FDA

Marcia Angell, Chapters 9-10, *The Truth about the Drug Companies: How They Deceive Us and What To Do About It* (Random House Trade Paperbacks, New York: 2005)

(10/10) Influencing Supply: Big Pharma and the Politics of Public Health

Marcia Angell, Chapters 11-12, *The Truth about the Drug Companies: How They Deceive Us and What To Do About It* (Random House Trade Paperbacks, New York: 2005)

(10/12) Big Pharma and the Opioid Crisis

Anne Case and Angus Deaton, Chapter 4, 9, *Deaths of Despair and the Future of Capitalism* (Princeton University Press 2020) [*downloadable from our Canvas site*]

In-Class Film & Discussion: “Opioids, Inc” (Frontline, 2020)

**** FRIDAY (10/13) - SECOND TAKE HOME ESSAY DUE – UPLOAD TO CANVAS BY 5 PM ****

Part 3: The Political Economy of the Illegal Drug Industry

(10/17) The US War on Drugs – Punitive Prohibition vs. Regulatory Prohibition

Craig Reinerman and Harry G. Levine, Chapter 1, 15, *Crack in America: Demon Drugs and Social Justice* (University of California Press, Berkeley: 1997) [*downloadable from our Canvas site*]

(10/19) Drugs Scares: The Politics of the “Crack Epidemic”

Craig Reinerman and Harry G. Levine, Chapter 2, *Crack in America: Demon Drugs and Social Justice* (University of California Press, Berkeley: 1997) [*downloadable from our Canvas site*]

(10/24) Drug Scares in Historical Perspective: Racism, Xenophobia and Politics

Doris Marie Provine, Introduction and Chapters 3-4, *Unequal under Law: Race in the War on Drugs* (University of Chicago Press 2007) [*downloadable from our Canvas site*]

(10/26) The Historical Impact of the Drug War: Systemic Racism and Mass Incarceration

Michelle Alexander, Introduction, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, London: 2010) [*downloadable from our Canvas site*]

(10/31) The Historical Impact of the Drug War: Systemic Racism and Mass Incarceration
Michelle Alexander, Chapter 2, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, London: 2010) [*downloadable from our Canvas site*]

In-Class Film & Discussion: “The House I Live in” (Dir: Eugene Jarecki, 2012)

(11/2) Destigmatizing Illegal Drugs I: Why is the Illegal Drug Trade so Violent?
Paul Goldstein et al., Chapter 6, in Reinerman and Levine eds., *Crack in America: Demon Drugs and Social Justice* (University of California Press, Berkeley: 1997)
[*downloadable from our Canvas site*]

(11/7) Destigmatizing Illegal Drugs II: Who gets involved in the illegal drug trade? Why?
Philippe Bourgois, Chapter 3, in Reinerman and Levine eds., *Crack in America: Demon Drugs and Social Justice* (University of California Press, Berkeley: 1997)
[*downloadable from our Canvas site*]

**** WEDNESDAY (11/8) - THIRD TAKE HOME ESSAY DUE – UPLOAD TO CANVAS
BY 5 PM ****

Part 4: Rethinking Addiction, Rethinking US Drug Policy

(11/9) Rethinking Drug Addiction: Towards a Sociological Approach
Craig Reinerman and Robert Granfield, Chapter 1/Introduction, Granfield and Reinerman, eds., *Expanding Addiction: Critical Essays* (Routledge, New York and London: 2015) [*downloadable from our Canvas site*]

(11/14) Rethinking Drug Addiction: Mass Consumption and Consumer Capitalism
Craig Reinerman and Harry Levine, “Ch. 16: The Cultural Contradictions of Punitive Prohibition,” *Crack in America: Demon Drugs and Social Justice* (University of California Press, Berkeley: 1997) [*downloadable from our Canvas site*]

(11/16) Rethinking Drug Addiction: Capitalist Dislocation and Drug Consumption
Bruce Alexander, “The Roots of Addiction in Free Market Society,” in Granfield and Reinerman, eds., *Expanding Addiction: Critical Essays* (Routledge, New York and London: 2015) [*downloadable from our Canvas site*]

(11/21) Rethinking Addiction: Is Junk Food an Addictive Drug?
Michael Moss, “The Extraordinary Science of Addictive Junk Food,” in Granfield and Reinerman, eds., *Expanding Addiction: Critical Essays* (Routledge, New York and London: 2015) [*downloadable from our Canvas site*]

In-Class Film & Discussion: “Fed Up” (Dir: Stephanie Soechtig, 2014)

(11/23) **No Class - Thanksgiving Break**

(11/28) Ideologies of Addiction and Recovery

Kathryn Fox, “Ideological Implications of Addiction Theories and Treatment,” in Granfield and Reinarman, eds., *Expanding Addiction: Critical Essays* (Routledge, New York and London: 2015) [*downloadable from our Canvas site*]

(11/30) Is Recovery Socially Stratified?

Robert Granfield and William Cloud, “Social Capital and Natural Recovery: Overcoming Addiction without Treatment,” in Granfield and Reinarman, eds., *Expanding Addiction: Critical Essays* (Routledge, New York and London: 2015) [*downloadable from our Canvas site*]

(12/5) **No Class - Reading Day – Professor Available for Individual Meetings**

**** Tuesday (12/12) Final Paper and Extra Credit Essays Due – 5:00 PM ****