

SOCI 387-101: Drugs and Society
2017-2018 Winter Term 1 (3 Credits)
T/Th: 3:30 – 5:00PM, FNH 60
University of British Columbia

Instructor: Lindsey Richardson, D.Phil, Assistant Professor of Sociology

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COURSE OVERVIEW AND OBJECTIVES

In biomedical perspectives addiction is increasingly understood as a disease of the brain. However, drug use and its impacts are fundamentally social, from the social patterning of drug use and drug-related harm across race, ethnicity, gender, socio-economic status and sexual orientation to the transmission of communicable disease linked to drug use through social networks. Through a critical examination of popular and academic approaches, we will explore local, Canadian and international perspectives on the social dimensions of the causes, consequences, regulation and treatment of substance use.

This course is not a “just say no” course, nor is it a “how to” course. Its aim is to explore the social, socio-legal, and cultural influences on our understanding of drug use and people who use drugs. We will explore several broad themes, including (1) theories of drug use and drug culture; (2) social constructions of drug use; (3) drug use and social disadvantage; (4) social norms around drug use and their consequences (e.g. stigma, normalization), (5) drug policy, regulation and criminalization; (6) drug treatment and harm reduction, (7) drug-related social movements and culture. Throughout the term this course will provide opportunities for students to expand their ability to think critically through a range of structured class discussions and small group activities, writing exercises and critical analyses.

By the end of the course, I expect you to be able to:

1. Critically engage with social theories that seek to explain drug use and its impacts; including an analysis of their basic assumptions, limitations, and implications for drug policy and treatment.
2. Identify and examine individual, social, and structural factors that impact definitions and understandings of drugs and drug use, as well as how these factors impact the consequences and harms resulting from drug use.
3. Understand processes of the social construction of drug use across lines of race/ethnicity, gender, socio-economic status, and sexual orientation.
4. Develop and demonstrate knowledge of the social impacts of drug use including the amplification of inequality, the transmission of disease and involvement in criminal activity and the criminal justice system.
5. Demonstrate knowledge of the interface between dimensions of the social world (e.g. social norms) and drug use.

PREREQUISITES

One of SOCI 100, SOCI 101, SOCI 102. This course relies on key sociological concepts introduced in introductory courses. It is therefore critical that you have successfully completed a minimum of one of the prerequisites.

REQUIRED TEXTBOOKS

There is no required textbook for this course. Course readings and materials will be retrievable through the UBC Library holdings, or, where not available, will be made available on the course canvas website. Note that there may be changes to the reading list throughout the term.

SOCI 387 ON UBC CANVAS

All students enrolled in the course will have access to the UBC Canvas course for SOCI 387. The new UBC Canvas system is replacing UBC Connect. If you have not already done so, please go to canvas.ubc.ca to register for your account, which uses your UBC CWL login. The SOCI 387 course will appear on your Canvas dashboard, and all on line course information, including the syllabus, course readings, announcements, supplementary materials, assignments, and other course-related matters, will be on the SOCI 387 Canvas course.

As 2017-2018 is the first academic year that UBC is using Canvas as their teaching portal, I strongly suggest becoming familiar with the Canvas system. There is a Canvas guide for students located here: <https://community.canvaslms.com/docs/DOC-10701>, and I have added the “Canvas Basics for UBC Students” guide into the SOCI 387 Canvas materials. Also, on the sidebar of the Canvas homepage there is ‘Help’ icon that will link you to Canvas user guides, the Canvas support hotline, chat support and other resources. Note that many of these resources (the hotline and chat) are available 24/7.

ALL WRITTEN COURSE MATERIALS (and some other assessments too) will be submitted via Canvas so please make sure that you are familiar with how to use it. Barring technical problems with the UBC Canvas system, trouble using the platform will not be considered a justifiable reason for late submission.

A “test” assignment has been set up on the Canvas site for you to verify your ability to submit materials. If you encounter any issues using UBC Canvas, please contact Arts ISIT support staff in Buchanan A105, at arts.helpdesk@ubc.ca, or at 604-827-2787. Please do not contact the course instructor regarding Canvas issues unless the course Canvas site is malfunctioning and requires attention.

COURSE EVALUATION

The assessment of this course will consist of several components: (1) Participation/In-class activities; (2) two “Issue Exposés”; (3) a research essay; and (4) a final exam. The breakdown of course marks allocated to each of these components is as follows:

Participation	20%
Issue Exposé (2 x 10%)	20%
Research Essay	30%
<u>Final Examination</u>	<u>30%</u>
Total	100%

1. Participation (20%)

Class participation will not be assessed by attendance, as it is expected that you will attend all classes. Throughout the term there will be in-class activities that are evaluated as part of your final grade. I will not be telling you when these activities will take place. If you are not present during the class you will not receive credit for these activities or be given an opportunity to do a make-up assessment without reasonable cause, though every effort will be made to accommodate absences where appropriate. These activities are both formative assessments to give you a sense of whether or not you understand the material and concepts, as well as allowing me to gage periodically who is (and is not) attending class. Participation will also include self-assessments of your participation.

2. Issue Exposés (20%)

Students will be asked to submit two issue exposés over the course of the term that are written reflections on an issue discussed in class. These brief, 750-1000 word written assignments will involve the presentation of arguments that are both supportive *and* critical of a particular viewpoint related to the student's chosen issue. Students will be asked to draw on theoretical positions discussed in class and arguments drawn from real world examples. The purpose of these issue exposés should NOT be to summarize. Instead, they should demonstrate that you are able to identify and critically examine key issues in substance use considering a range of perspectives. The aim is to help you develop your critical thinking and writing skills. Issues raised by student exposés may serve as the basis for discussion in class and will contribute to the learning environment throughout the term. **Students can choose the topic (and therefore the timing) of their exposé based on the course schedule, but must submit it no more than one week after the class on which it is based.**

3. Research Paper (30%)

Each student will write a research paper on a topic that fits within the scope of the course. This research paper will involve selecting a contemporary issue related to drug use (it may be something reported in the news, social media discussion, recent research, commonly debated topic or health/social/political/legislative development) and critically engaging with the issue using material from inside and outside the course. The research paper can be selected from a list of provided topics, but students are encouraged to develop and pursue their own topic. Students may elect to write the research paper on the same topic as one of their issue exposés. Topics provided will focus on synthesizing ideas from multiple areas of the course, and students developing their own topic will be expected to draw on multiple areas as well. Students should briefly review a selection of current literature and coverage on their topic and take a position on their chosen issue through an academic justification of their stance. The paper must be at least 10 and no more than 15 pages, excluding references and title page. Additional information regarding the research paper requirements and suggested topics will be provided in class.

The research paper will be due on NOVEMBER 28 at 11:59pm (with hard copy due by the end of the next business day), but students are welcome to submit the paper earlier in the term. All papers must be submitted using standard formatting (no smaller than 12 point Times New Roman or 11 point Arial/Helvetica font, double spaced, 2.54 inch margins). Please use a single staple to fasten the hard copy of your paper.

4. Final Exam (30%)

The final exam for the course will be an essay format/long answer take home exam distributed in the final class. Students may choose the topic of the essay from options provided by the instructor and

students are not permitted to create a topic outside this list. Topics will be chosen to demonstrate students' ability to apply the materials of the course to a hypothetical debate about a social dimension of drug use and its causes and consequences. The exam is required to be the student's own, individual, original work and will assess the student's understanding of the course content, critical thinking and writing skills, and ability to use examples, supplementary evidence or case studies to support their arguments. The exam will be designed to allow students to demonstrate their understanding and ability to apply to course material, and will be cumulative (i.e. will cover the whole course). The exam must be no longer than 10 double spaced pages excluding references and title page.

The exam will be distributed on the last day of classes and will be due to be submitted on the course Canvas website by 11:59pm on Friday of the following week. Exams will be submitted on Canvas and through TurnItIn.com, with no hard copy required. No extensions or make-ups will be granted, except with a letter from Arts Advising. Three of the total 30 points allocated to the final exam will be deducted from the assigned grade for each day late, including weekend days and holidays.

All final exams must be submitted using standard formatting (no smaller than 12 point Times New Roman or 11 point Arial/Helvetica font, double spaced, 2.54 inch margins)

SUBMISSION OF COURSE MATERIALS

All written class materials (with the exception of in-class or small homework assignments) must be submitted ***ELECTRONICALLY on UBC Canvas and on turnitin.com by the deadline provided***. The term paper must also be submitted by hard copy by the end of the business day (5:00pm) the day after the paper is due. Please ensure that your name, student number and course and the instructor are included on all submitted assignments.

To deter and detect plagiarism, this course will make use of UBC's subscription to TurnItIn.com for all written assignments, which checks textual material for originality. By taking this course, you agree that your assignment may be subject to submission for textual similarity review by TurnItIn.com. All submitted assignments will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the TurnItIn.com are described on the TurnItIn.com website.

***UBC asks that you do not use your real name in your TurnItIn.com account.** However, to allow me to identify you, for this class you should create an account that consists of the first three letters of your last name followed by the first three letters of your first name (e.g., RicLin).

To access the course on TurnItIn.com, you will need this information:

- TurnItIn.com Class ID: 16115651
- Class Name: SOCI 387 Drugs and Society W2017
- Enrolment Key: DAS@UBC

Late Assignments

No late assignments will be accepted without penalty. Extensions of the due date for the written assignments will be considered on a case-by-case basis **in advance of the deadline** and pending extenuating circumstances. Extenuating circumstance include documented medical issues, deaths of loved ones, unreasonable exam schedules, etc. In general, accommodations of this nature will require a letter from Arts Advising. If advance notice is not possible for late assignments (e.g. in the case of sudden illness), then I urge you to get in touch with Arts Advising and I as soon as possible.

COURSE SCHEDULE

NOTE: It is expected that readings be completed prior to the start of the class for which they are listed. Readings with an asterisk (*) are provided on the course website. All others are available from the university's electronic holdings via library.ubc.ca.

WEEK 1

7 September - Introduction to the course

- Course Syllabus

WEEK 2

12 September - Defining and talking about substance use

- *Alexander, B. 2010. *The globalization of addiction: A study in the poverty of the spirit*. Oxford: Oxford University Press, Chapter 2: Addiction₁, Addiction₂, Addiction₃, Addiction₄.

14 September – Drug Use Aetiology

- Merton, R. K. 1938. Social structure and anomie. *American Sociological Review*, 3(5), 672-682.

WEEK 3

19 September – Sociological theories of drug use (1)

- Lindesmith, A. R. 1938. A sociological theory of drug addiction. *American Journal of Sociology*, 43(4), 593-613.

21 September – Sociological theories of drug use (2)

- *Hathaway, A.D. 2015. *Drugs and Society*. Don Mills, ON: Oxford University Press. Ch. 2, Sociological theories of drug use, pp. 24-47.

WEEK 4

26 September – Social constructions of substance use and addiction

- Becker, Howard S. 1953. Becoming a Marijuana User. *American Journal of Sociology* 59, 235-242.
- Levine, H.G. 1985. The discovery of addiction: Changing conceptions of habitual drunkenness in America. *Journal of Substance Abuse Treatment* 1, 43-57.

28 September - Medicalization and demedicalization

- Conrad, P. and Schneider, J.W. (1992) *Deviance and Medicalization: From Badness to sickness, 2nd Ed*. Temple: Temple University Press. Ch. 5: Opiate Addiction: The Fall and Rise of Medical Involvement.

WEEK 5

3 October – Addiction as a Brain Disease?

- Leshner, A. 1997. Addiction Is a Brain Disease, and It Matters. *Science*, 278, 45-47.
- Hart, C. 2017. Viewing addiction as a brain disease promotes social injustice. *Nature Human Behaviour*, 1, 055.

5 October – Drug use, gender and sexuality

*****Guest Lecture by Kate Jaffe*****

- *Maher, L. 1997. *Sexed work: gender, race and resistance in a Brooklyn drug market*. Oxford: Clarendon Press. Ch. 4: A reserve army: Women and the Drug Market.
- *Race, Kane. (2011). Party animals: The significance of drug practices in the materialization of urban gay identity, in S. Fraser and D. Moore (eds.) *The Drug Effect: Health Crime and Society*.

WEEK 6

10 October – Racial and ethnic dimensions of substance use (1)

- Carstairs, C. (1999). Deporting "Ah Sin" to save the white race: Moral panic, racialization, and the extension of Canadian drug laws in the 1920s. *Canadian Bulletin of Medical History*, 16, 65-88.

12 October – Racial and ethnic dimensions of substance use (2)

- *Alexander, Michelle. (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, Ch. 5, pp. 173-208.

WEEK 7

17 October – Socio-economic status, poverty and drugs

**You'll be assigned to read one of the Preble & Casey or Bourgois readings, but not both*

- Preble, E., & Casey, J. J. 1969. Taking care of business-the heroin user's life on the street. *Substance Use & Misuse*, 4(1), 1-24.
- *Bourgois, Phillipe. 2009. *Righteous Dopefiend*. Berkeley: University of California Press. Ch. 6: Making Money.
- Richardson, L., Sherman, S., and Kerr, T. (2012) "Employment among people who use drugs: A new arena for research and intervention?" *International Journal of Drug Policy*, 23, 3-5

19 October – Individual and group behaviour

- *Zinberg, N. E. 1984. *Drug, set, and setting: The basis for controlled intoxicant use*. New Haven: Yale University Press, Chapter 5: Drug-Use Rituals, Sanctions and Control.
- Zimmerman, D. H., & Wieder, D. L. 1977. You can't help but get stoned: Notes on the social organization of marijuana smoking. *Social Problems*, 25(2), 198-207.

WEEK 8

24 October - Normalization

- Measham, F. and Shiner, M. 2009. The legacy of 'normalisation': The role of classical and contemporary criminological theory in understanding young people's drug use. *International Journal of Drug Policy*, 20, 502-508.

26 October – Drug use and Stigma

- *Goffman, E. 1963. *Stigma: Notes on the management of spoiled identity*. New York: Simon and Schuster. Ch. 7: The Stigmatized Self. pp 73-78.

WEEK 9

31 October – Drug use and moral panic

- Goode, E., & Ben-Yehuda, N. 2009. *Moral panics: The social construction of deviance*. Blackwell Publications. Ch. 11: Drug Abuse Panics.

2 November - Drug regulation, policy and politics (1)

*****Guest lecture from Dr. Kenneth Tupper, Ph.D.*****

- Malleck, D. (1997). 'Its baneful influences are too well known': Debates over drug use in Canada, 1867-1908. *Canadian Bulletin of Medical History*, 14, 263-288.

WEEK 10

7 November – Drug regulation, policy and politics (2)

*****Guest lecture from Dr. M-J Milloy, Ph.D.*****

- Nutt, D., King, L. A., Saulsbury, W., & Blakemore, C. 2007. Development of a rational scale to assess the harm of drugs of potential misuse. *The Lancet*, 369(9566), 1047-1053.

9 November – Social impacts of prohibition, enforcement and incarceration

- Small, W., Kerr, T., Charette, J., Schechter, M. T., & Spittal, P. 2006. Impacts of intensified police activity on injection drug users: Evidence from an ethnographic investigation. *International Journal of Drug Policy*, 17(2), 85-95.

WEEK 11

14 November – Drug use and HIV/AIDS

- Rhodes, T., Singer, M., Bourgois, P., Friedman, S. R., & Strathdee, S. A. 2005. The social structural production of HIV risk among injecting drug users. *Social Science & Medicine*, 61(5), 1026-1044.

16 November – Harm Reduction

- Moore, D., and Fraser, S. 2006. Putting at risk what we know: Reflecting on the drug-using subject in harm reduction and its political implications. *Social Science & Medicine*. 62, 3035-3047.

WEEK 12

21 November – Instrumental approaches to drug use

- Duff, C. 2008. The pleasure in Context. *International Journal of Drug Policy*, 19(2), 384-392.

23 November – Drug use-related social movements

- Haenfler, R. 2004. Rethinking Subcultural Resistance: Core Values of the Straight Edge Movement. *Journal of Contemporary Ethnography*, 33, 406-436.

WEEK 13

28 November – Drug use and culture

- *Davis, F. 1965. Focus on the flower children: Why all of us may be hippies someday. In J. Douglas (ed.) *Observations of Deviance*. New York: Random House. Pp. 327-340.

30 November – Course Overview and Final Exam Prep

7 December – FINAL EXAM DUE

ADDITIONAL COURSE INFORMATION AND POLICIES

1. **Quality of Written Work:** This course is designed to develop your ability to write concise, insightful, critical and high quality work. The quality of your writing will be evaluated for all written work (e.g., grammar, style, clarity) and it is crucial that you proofread your work thoroughly. Good writing takes several revisions to produce, and it is often very helpful to ask friends or colleagues to proof-read your work, which I strongly encourage you to do. Fun tips to improve your writing can be found at: <http://tinyurl.com/mqgtaot>.
2. **I am here to support you and your academic development.** If you are having a hard time understanding course content or have questions related to the materials we cover in class, please do not hesitate to come speak to me after class, during office hours or by appointment. I generally will not respond to substantive questions or engage in substantive debates over email but endeavour to make myself available to answer your questions or discuss content-related issues regularly on an in-person basis.
3. **Missed classes.** Attendance will not be taken for the course because attendance at each class session is expected of all students. If you miss a class, please get the notes from a classmate. Powerpoint slides and other materials will usually be made available, but these are intentionally not comprehensive of everything we cover in class. Your colleagues are exceptional resources and I STRONGLY encourage you to get the contact information of multiple classmates and to turn to your colleagues to discuss any issues you find unclear, confusing or would like to engage further with.

Please do not send me emails about why you are missing a class unless you feel it is critical that I am aware (note that your sister's wedding, while exciting, is not critical for me to be aware of). While I do my best to accommodate justified absences, students who plan to be absent for varsity athletics, family obligations, or other personal or professional commitments cannot assume that they will be accommodated. I am sympathetic to illness and do not think it is a good use of your or our medical personnel's time to require you to go fetch a note from a doctor if you are ill. However, if you miss a key component of the course (e.g. an exam) I will require a letter from Arts Advising in order for you to make up the missed assessment. If you are experiencing circumstances that require that you be away from multiple classes and would like to discuss this, please get in touch.

4. **Respect.** The highest standards of respect will be upheld inside the classroom. This includes respect for each other, respect for me, respect for you by me, and respect for those outside the classroom. The inappropriate use of language (e.g., ageist, gendered, racist, homophobic, ableist) is not acceptable and will not be tolerated.
5. **Laptop and handheld device use.** I do not want to see or hear cell phones, cameras, or other electronic equipment in the classroom. I consider common courtesy related to laptop and handheld device use to be a key component of respect for your colleagues and the classroom environment. While I understand that common practice for many students now involves the use of laptops for the purposes of taking notes, the use of laptops and handheld devices can be distracting for other students. While laptops will be allowed in the classroom, please refrain from using laptops for purposes unrelated to the class. Please also refrain from using your handheld devices during class time entirely and remember to put these devices on silent mode and store them out of sight prior to the start of class. If you choose to use electronic equipment for purposes other than those related to class activities, I may ask you to leave the classroom.

6. **Academic Honesty.** Academic dishonesty will not be tolerated. This includes lying, cheating and plagiarism. I strongly recommend students retain copies of drafts and final versions of all assignments. All students should be familiar with UBC's policies on academic honesty and academic misconduct, which can be found on the university website here:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

7. **Plagiarism.** Students are expected to know what constitutes plagiarism, that plagiarism is a form of academic misconduct, and that such misconduct is subject to penalty. Please review the Student Discipline section of the 2015-2016 UBC Academic Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>), which includes the following:

“Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.”

8. **Grading Guidelines** - The UBC guidelines for grading and reporting grades attempt to ensure that all students are assessed fairly in relation to other students in the same class, students in other sections of the same course and students in other courses. The guidelines for grading practices are as follows:

Percent	Grade	Level	Grading Criteria
90-100	A+	exceptional	Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject with sound critical evaluations; evidence of extensive knowledge base.
85-89	A		
80-84	A-		
76-79	B+	competent	Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
72-75	B		
68-71	B-		
64-67	C+	adequate	Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.
60-63	C		
55-59	C-		
50-54	D		
00-49	F	inadequate	Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

- 9. Marking Rubrics.** For all assessed work I will make use of marking rubrics to outline the grading criteria for each assignment. For some assignments these will be distributed in advance of the due dates and will be posted on the course Canvas website (attached to the assignment in question). These seek to help clear the expectations around the content and quality of your written work.
- 10. Review of grades.** If you disagree with a mark you have been assigned in this course, you may contact me to discuss this further. Please keep in mind that I base my grades on your performance in the course and not your previous track record, and that I make every effort to be clear about performance expectations for the course (See “Marking Rubrics” above). If following our discussion you remain dissatisfied you may apply for a Review of Assigned Standing. Please refer to the UBC calendar for additional information.
- 11. Disability.** The University accommodates those individuals living with disability or ongoing medical conditions that may affect their academic success. I strongly encourage students living with disability or ongoing medical conditions to register with Access & Diversity and to access the university resources around academic accommodation found here: <http://students.ubc.ca/success/student-supports/academic-accommodations>.
- 12. Academic Concession.** UBC strives to support students in their academic pursuits, including circumstances that may require academic concession. Students are invited to familiarize themselves with university documentation around academic concession, which includes information on policies in place to enable students and members of faculty and staff to observe the holy days of their religions. Further information on the academic concession is found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>
- If you encounter medical, emotional or personal problems that affect your attendance or academic performance, please contact the Faculty of Arts Academic Advising Office, located in Buchanan D111, phone 822-4028, <http://students.arts.ubc.ca/advising/contact-us/> as soon as possible. **I will not incorporate leniency for late assignments or missed exams without a letter from the Arts Advising Office.** There are a wide range of university resources available to support individuals who face challenges inside and outside the classroom. If you are in need of help and unsure of what resources are available to you, please come and see me and I will be happy to connect you with available resources.
- 13. Early Alert.** During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.
- In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to a coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.
- 14. Feedback.** I aim to make this class engaging, challenging and informative. I value any feedback you have for me to improve the class throughout the term, and will solicit your feedback with anonymous feedback forms at the mid-point of the course in addition to regular course evaluations at the end of term. Finally, to demonstrate that you have read the course syllabus (and for your first participation grade!) please find a popular song that has been written about drugs (e.g., Pusherman by Curtis Mayfield). Find it on YouTube and send the link in an email with the subject line “Song” to our exceptional TA Kate Jaffe before class on Tuesday, September 12th.