

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Liberal Arts and Sciences Department/School SHESC  
 Prefix: ASB Number: 357 Title: Society, Drugs & Health Units: 3

Course description: **This course examines how humans in different cultures use exogenous chemicals to change psychology, biology, and behavior, and what positive and negative consequences this has for human health. It will explore how such chemical technologies arise through cultural evolution, how different societies decide what are appropriate and inappropriate uses of such technologies, how these technologies change what is considered normal biological functioning and behavior, and how these technologies shape human health.**

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_  
 Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No  
 If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. \_\_\_\_\_ (Required)

**Requested designation:** Global Awareness—G **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucic@asu.edu](mailto:Phyllis.Lucic@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: **October 1, 2017**

For Spring 2019 Effective Date: **March 10, 2018**

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Daniel Hruschka E-mail Daniel.Hruschka@asu.edu Phone 480-965-3087

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Chris Stojanowski, Associate Director SHESC Date: 5/31/17

Chair/Director (Signature):

A handwritten signature in black ink, appearing to be "Ch. H. H.", written across two horizontal lines.

5-31-17

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	See below & attached list of course materials with breakdown by international and U.S.-based content.
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	See organizer below
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	See organizer below

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Course Prefix	Number	Title	Designation
ASB	395	Society, Drugs & Health	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2d: study the cultural significance of a non-U.S. centered global issue	The course examines how different cultures decide what is appropriate an inappropriate ways of using drugs to change psychology, physiology and functioning. It also examines the role drug play in the life of different cultures and religious around the world.	Modules 1-3 illustrate how cultural assumptions guide what are appropriate and inappropriate uses of drugs using case studies of syntocinon in South Asia, Ayahuasca in South America, international efforts to regulate the use of performance-enhancing drugs in sport and efforts at drug regulation in Europe.
2c. The course is a comparative cultural study in which most, e.g. more than half, of the material is devoted to non-U.S. areas.	The course uses cross-cultural comparisons to illustrate different perspectives on the use of exogenous chemicals to change psychology, physiology and functioning and how different societies manage their harms and benefits.	In addition to the case studies described above, Modules 3-6 introduce case studies of tobacco control in Poland, the societal challenges in using drugs to treat TB in China, the international social and political challenges encountered in the worldwide eradication of smallpox, and the ethical debates about needle exchange in Canada
1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	The majority of readings and materials have a substantial international component aimed at introducing students to the different ways that societies can handle the harms and benefits of drugs.	See list of course materials attached.



# Science and Society Course Proposal Requirements and Form

## College of Liberal Arts and Sciences

### Explanation of the requirement:

Every student in the college who is pursuing a Bachelor of Science degree is required to demonstrate an understanding of how science – understood broadly to include its technological applications – transforms, and is transformed by, society by completing two Science & Society approved courses (6 credits minimum). Of the courses taken to fulfill this requirement, one of these two courses may also be used to fill a requirement in the major.

A student may not use either course to meet the university's General Studies requirements, except for the literacy and critical inquiry (L) or the awareness areas (C, G, H).

All students who successfully complete the Science and Society requirement will:

1. understand the reciprocal relationship between science and societies (local, regional, national or global);
2. develop a critical understanding of the western scientific principles underlying some of the major topical scientific issues in the public domain; and
3. demonstrate the ability to formulate, communicate, and defend well-informed views of their own concerning the issues studied.

Students must receive a grade of "C" or above in both courses to demonstrate that they have fulfilled the requirement.

### Proposal process:

To have a course reviewed for Science and Society credit, please submit:

1. a current course syllabus for the course
2. a completed Society and Society Review Form that includes an approval signature from the chair or director.

Note: Syllabi should conform to ASU and CLAS criteria and formats. [XXX CAN WE LINK TO GUIDELINES HERE](#)

This information will be reviewed by the Curriculum Committee and the instructor will be contacted with the Committee's decision or with any requests for additional information.

If you have any questions please contact Jenny Smith, [jenny.smith@asu.edu](mailto:jenny.smith@asu.edu), 480-965-6506.

**Science and Society Committee Review Form**  
**College of Liberal Arts and Sciences**

Course prefix and number      ASB 357  

Course title                      Society, Drugs & Health  

Approximately how many seats are offered each semester?      80   in the summer,   80   each semester when offered during the school year \_\_\_\_\_

How frequently is this course offered?                                  It will be taught each summer and once every three semesters during the Academic Year  

I understand that students seeking my course to fill Science and Society may come from any discipline and may not have a background in this area. The chair/director for this department/school understands that I am requesting this course be reviewed for Science and Society, has read the syllabus and proposal, and agrees to have this course offered under the conditions described above.



Instructor signature                                \_\_\_\_\_

Chair/director signature                            \_\_\_\_\_

Please complete both pages of this form, attach a course syllabus, and return all materials to the Office of Student and Academic Programs, College of Liberal Arts and Sciences (mail code 6605).

You may submit materials electronically to [Jenny.Smith@asu.edu](mailto:Jenny.Smith@asu.edu)



## **Committee Review Form for the Science and Society Requirement Learning Goals**

Please attach a syllabus and a separate statement with **specific examples from the readings and assignments included in the syllabus** to illustrate how your course will meet the three objectives listed below. Be detailed and use as many pages as necessary in providing your responses.

How will students successfully completing this course:

1. Understand the reciprocal relationship between science and societies (local, regional, national or global);
2. Develop a critical understanding of the western scientific principles underlying some of the major topical scientific issues in the public domain; and
3. Demonstrate the ability to formulate, communicate, and defend well-informed views of their own concerning the issues studied?

Please attach a syllabus and a separate statement with **specific examples from the readings and assignments included in the syllabus** to illustrate how your course will meet the three objectives listed below. Be detailed and use as many pages as necessary in providing your responses. How will students successfully completing this course:

**1. Understand the reciprocal relationship between science and societies (local, regional, national or global);**

The entire course focuses on a how people use specific kind of scientific technology—exogenous chemicals—to change psychology, biology, and behavior. It examines how such chemical technologies arise through cultural evolution, how societies decide what are appropriate and inappropriate uses of such technologies, how these technologies change what is considered normal biological functioning behavior, and how these technologies shape human health.

- 1) The course textbook, “Drugs in American Society,” focuses specifically on these issues in the U.S. context, giving important information about trends in use, societal views on drugs, and the current science of how different classes of chemicals affect the body.
- 2) Mirzabagi et al. (2012) outlines the cultural and social factors in Uttar Pradesh that lead to the illicit use of uterotonics to induce labor in the home (and their negative health consequences for mothers and newborns).
- 3) Lee and Antin (2012) compares how scientific researchers and drug users categorize drugs in different ways and what consequences this has for public health communication and surveillance.
- 4) Courtwright (2001) describes the economic and social forces leading to innovations aimed at making drugs more potent, cheaper and more available over the past 500 years.
- 5) Tupper (2008) describes different societal approaches to harm reduction associated with the use of ayahuasca.
- 6) Smith et al. (2008) and Solberg (2010) describe the underlying assumptions in legal and lay discourse on decisions to regulate performance-enhancing drug use in elite sports
- 7) DeSantis and Hane (2010) describe how college students justify the use of Adderall as a performance enhancer.
- 8) The film Mad Honey Hunters illustrates how even in a given society, there are specific contexts in which use of a specific chemical is appropriate and in which use is not appropriate.
- 9) Parry (2003), Dana et al. (2003) and Moynihan (2002) illustrate how the promise of profits from drug sales can influence the scientific study of drugs and the presentation of that science to regulatory authorities, health professionals and to the public.

**2. Develop a critical understanding of the western scientific principles underlying some of the major topical scientific issues in the public domain; and**

- 1) The course textbook, “Drugs in American Society,” gives important information about current scientific knowledge of how different classes of chemicals affect the human body.
- 2) Lustig et al. (2012) applies current scientific criteria for drug abuse and argue that it can be applied to excessive use of refined sugar in contemporary society.
- 3) Tupper (2008) uses the case of Ayahuasca to illustrate inconsistencies in scientific rationale underlying current drug policy in the U.S. and internationally.
- 4) Two readings from case studies in global health, “Eradicating Smallpox” and “Controlling Tuberculosis in China” illustrate how chemical innovations must be coupled with social innovations to harness the health-improving effects of drugs.
- 5) Als-Nielsen et al. (2003) use a standard epidemiological method to show how for-profit funding of drug research can have profound effects on published scientific results and interpretations of drug efficacy.
- 6) Fishman et al. (2015) and Handelsman (2006) discuss current scientific debates about the costs and benefits of using exogenous hormones to counter the normal effects of aging.
- 7) Beauchamp et al. (2014) and Zee (2009) outline current scientific debates about how to make opioids available for pain management while preventing iatrogenic addiction.

**3. Demonstrate the ability to formulate, communicate, and defend well-informed views of their own concerning the issues studied?**

The assignments provide an avenue for students to apply knowledge and concepts from class to specific cases, using citations from inside and outside of class to back up their statements and claims. Assignment 1 asks students to describe both the scientifically documented physiological, behavioral and psychological effects of one exogenous chemical, to describe both negative and positive consequences of its use for health and society. Assignment 2 asks students to outline key innovations that have made a specific chemical more potent, more available, and less expensive over the past several centuries, and what consequences such innovations have had for the use of this chemical. Assignment 3 asks students to analyse how two different societies view the same chemical differently, and what consequences this has for its use. Assignment 4 gives students experience calculating and interpreting risk ratios—an important tool for communicating the risk and benefits of drug exposure. Assignment 5 asks students to analyze how the FDA specifically outlines benefits and risks of specific drugs in its publicly available fact sheets.

*Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.*

**Society, Drugs, and Health**  
**ASB 357**  
**Summer B, 2016**  
Line Number: 43901/43902

**Course Meetings:** online (3 credit hours)

**Instructor: Dr. Daniel Hruschka**

Office: Matthews Center 203M

Contact Info: dhurschk@asu.edu

Office Hours: Tuesday 1:30-2:45 and by appointment

**Teaching Assistant: TBD**

Office: TBD

Contact Info: TBD

Office Hours: TBD

**Course Description:**

This course examines how humans use exogenous chemicals to change psychology, biology, and behavior, and what positive and negative consequences this has for human health. It will explore how such chemical technologies arise through cultural evolution, how societies decide what are appropriate and inappropriate uses of such technologies, how these technologies change what is considered normal biological functioning and behavior, and how these technologies shape human health.

**Course Goals:** The course aims to introduce students to basic concepts and tools in two related fields—medical anthropology and epidemiology—that can be applied to understand health-related behaviors and improve the provision of care and health care policy.

**Learning Outcomes:** Upon successful completion of this course, students will be able to:

- 1) Outline key theories for how social, cultural and biological factors interact in shaping drug use.
- 2) Apply tools from medical anthropology to determine what factors are most important in shaping drug use in different cultural contexts.
- 3) Apply tools from epidemiology to identify how drug use shapes health and disease.

This is a demanding self-paced course. To succeed, students must be ready to devote substantial time each day to the readings, written assignments, and blackboard discussions.

**Pre-requisites/Co-requisites/Anti-requisites:** Minimum 45 earned hours

**Required Course Texts/ Readings:**

Bourgois, Phillippe (2003). *In Search of Respect: Selling Crack in El Barrio*. New York: Cambridge University Press.

Courtwright, D. (2001). *Forces of Habit: Drugs and the Making of the Modern World*. Cambridge: Harvard University Press.

Goode, E. (editions 7,8 or 9 are OK). *Drugs in American Society*, McGraw-Hill.

**Course Format:**

The content of the course is based on lectures and readings. Assessments include weekly assignments and quizzes. The purpose of lectures will be to review the major conceptual points of each new topic and to integrate and expand on the reading material. Quizzes and writing assignments are intended to assess whether you have completed the reading assignments and understood the basic concepts from the readings and class.

The course consists of two parts. In Part 1, we will examine how drugs are defined and what social, cultural and biological factors shape drug use. This will lay a groundwork for Part 2, where we examine how drug use has positive and negative consequences on human health.

**Coursework**

Final grades for the course will be based on a total of 150 points assigned on the basis of the following.

- 6 Short Written Assignments: Each is worth 10 points. (10 points x 6 assignments = 60 points of final grade)
- 6 quizzes: 10 points each, based on multiple choice, true/false and short answers (10 points x 6 quizzes = 60 points of final grade).
- 2 methods activities: 15 points each will give you experience with basic interview methods (15 points x 2 activities = 30 points of final grade).

These quizzes and assignments are designed to let me know: a) if you understand the information presented in the lessons, b) that you have done the readings, and c) that you are able to apply what you've learned about medical anthropology to the study of health problems.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

**Final Grades** Final grades are assessed according to the % of total points achieved:

A+	99-100%	Excellent +
A	93-98.9%	Excellent
A-	90-92.9%	Excellent -
B+	87-89.9%	Good +
B	83-86.9%	Good
B-	80-82.9%	Good -

C	70-79.9%	Fair
D	60-69.9%	Passing
E	<60%	Failure
XE		Failure due to Academic Dishonesty

**Extra Credit:** There are two extra credit possibilities at the beginning of class.

**a. Introduce Yourself on Blackboard Discussion Group – 2 points (DUE by July 4, 8pm Arizona time)**

Please introduce yourself on the blackboard discussion group (in the “Introductions” forum). Tell the class your name and answer the following questions:

- 1) Where did you grow up?
- 2) What do you think is the most useful drug for improving human life?
- 3) What do you think is currently the most dangerous drug today?

**b. Syllabus Statement Extra Credit – 1 points (DUE by July 4, 8pm Arizona time)**

You will receive 1 points added to your grade if you submit the following information to me in the syllabus statement assignment box: your name and this statement: “I have read and accepted the conditions in this syllabus.” It can only be submitted through the Assignment section in blackboard, not through e-mail. This exercise lets me know that you’ve read the syllabus, and know how to submit items successfully through the Assignment section in blackboard. When you submit, an exclamation mark should appear in the appropriate column in MyGrades. No syllabus statement points are available after the deadline.

**Incompletes**

A mark of “I” (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request) (<http://students.asu.edu/forms/incomplete-grade-request>).

**Late Assignments & Absences**

You are required to complete all assignments and quizzes by the stated due dates. Unexcused late assignments or quizzes will not be accepted. Excuses for an assignment or quiz must be made and approved **before** the due date of the assignment. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed. If there is an emergency that makes it impossible to submit an excuse prior to the assignment, than the student must provide documentation of the emergency and justify why it was not possible to submit the excuse prior the assignment or quiz’s due date. In order to get credit with the late assignment you must turn in a copy of the email approval or signed written excuse. The instructor will not accept late assignments or quizzes except in the most unusual, extreme circumstances of incapacitating illness, death of family members, or other university-approved excuses. You must provide documentation of such circumstances from a medical doctor, funeral home, or other appropriate authority.

- *Information on excused absences related to religious observances/practices that are in accordance with ACD 304-04 “Accommodations for Religious Practices.”*

- *Information on excused absences related to university sanctioned events activities that are in accord with ACD 304-02 "Missed Classes Due to University-Sanctioned Activities."*

### **Grade Appeals**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

### **Course Policies**

To ensure that students receive timely communications, it is important that you use your ASU email address and that you have set up your email system so that the instructor's emails will not accidentally be sent to the spam folder. The instructors' email being sent to your spam folder is not a valid excuse for missed communications. If you have any questions about this, please contact ASU's help desk.

### **Student Standards**

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:  
<https://students.asu.edu/srr>

### **Academic Integrity**

*Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.*

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class

previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

### **Sexual Violence/Harassment**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

### **Copyright Information and Prohibition of Commercial Note Taking Services**

All course content is copyrighted and any and all notes from in-person and/or online lectures may not be reproduced nor sold without explicit written permission from the instructor. Students should consult the [ACD 304-06 Commercial Note Taking Services](#) policy before written permission is sought from the official instructor of the class. If permission to reproduce notes is granted, students may not use Blackboard email or discussion boards to advertise services to other students.

### **Student Support and Disability Accommodations**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

### **Drop and Add Dates/Withdrawals**

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course as they tend to come up quickly (e.g. week 3 for 7 ½ week A/B session courses and week 11 for 15 week C session courses). Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#) and [Drop/Add and Withdraw](#).



## Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email contact the [help desk](#). Your email communications should be [professional](#) and succinct. General guidelines for email include:

- Expect faculty to respond to emails between 9am and 5pm on Monday through Friday with a forty-eight hour lag time.
- For any concerns about grades, meet with your professor or TA face-to-face.
- Before sending questions via email, make sure that your question is not answered on the course syllabus or website.
- Be specific about the subject of the email in the mail subject heading and use proper salutation (e.g. Dear Professor XXXX) and check spelling, grammar, and punctuation.

**Expected classroom behavior.** Be sure to arrive on time for class having prepared for the day's lecture with the readings and materials for that day. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

**Policy against threatening behavior.** All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. (Student Services Manual [SSM 104-02](#) "Handling Disruptive, Threatening or Violent Individuals on Campus").

**Campus Resources.** As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: <http://shesc.asu.edu/undergraduate/undergraduate-studies>. Our advisors are always willing to discuss career and guidance options with you.

## **Schedule of Readings and Assignments**

### **Part I. Culture, Society, and Drug Use**

#### **Lesson 1: Introduction**

##### **1a: The Epidemiology and Anthropology of Drugs**

- 1) *Please watch introductory video* (link in blackboard course documents)
- 2) *Introduction, Goals for the Course, Assignments*
  - Reading: Syllabus
- 2) *Using Anthropology and Epidemiology to study Society, Culture and Drugs:*
  - Reading: Chapter 1 Drugs in American Society
  - Reading: Mirzabagi et al. 2013 (on blackboard)

##### **1b: Defining Drugs: Chemicals, Food and and Medicine**

- Reading: Lee and Ant 2012 (on blackboard)
- Reading: Lustig et al. 2012
- Reading: Chapters 2 AND 6 Drugs in American Society

**Assignment #1** Due: July 5 by 8pm Arizona time.

**Quiz 1** covers material from Lessons 1a-1b. Must be completed by July 6 by 8pm Arizona time.

#### **Lesson 2: Drugs Across Time and Place**

##### **2a: History of Drugs**

- Reading: Courtwright (2001). Part 1 + Chapter 4.
- Reading: Chapters 4 & 7 Drugs in American Society

##### **2b: Drugs in Cross-cultural Perspective**

- Reading: Courtwright (2001). Part 2.
- Reading: Tupper 2008 (blackboard)
- Film: Ayuhuasca.

**Assignment #2** Due: July 11 by 8pm Arizona time

**Methods Activity #1** (free-listing) Due: July 12 by 8pm Arizona time.

**Quiz 2** covers material form Lessons 2a-2b. Must be completed by July 12 by 8pm Arizona time.

### Lesson 3: How Does Society Shape Drug Use?

#### **3a: How do Societies Decide Appropriate Use?**

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- Reading: Smith et al. 2008 (blackboard)
- Reading: Solberg et al. 2010 (blackboard)
- Reading: DeSantis and Hane 2010 (blackboard)
- Film: Honey Hunters

#### **3b: Social, Cultural and Political Factors Shaping Drug Use**

- Reading: Courtwright (2001). Part 3
- Reading: Chapter 3, Drugs and Society
- Review readings from past

**Assignment #3** Due: July 18 by 8pm Arizona time

**Quiz 3:** covers material from Lessons 3a-3b. Must be completed by July 19 by 8pm Arizona time.

**Methods Activity #2** (pile-sorting) Due: July 19 by 8pm Arizona time.

## **Part II. Society, Drug Use, and Health**

### Lesson 4: Use and Distribution of Drugs for Health

#### **4a: Drugs and Health**

- Reading: Eradicating Smallpox (blackboard)
- Reading: Controlling TB in China (blackboard)
- Optional Reading: Roulette 2014 (blackboard)

#### **4b: Modern Distribution and Marketing of Drugs**

- Reading: Dana et al. 2003 (blackboard)
- Reading: Parry 2003 (blackboard)
- Reading: Moynihan et al. 2002 (blackboard)
- Reading: Bourgois Chapters 1-3 + Introduction

**Assignment #4:** Due by July 25 by 8pm Arizona time.

**Quiz 4** covers material from Lessons 4a-4b. Must be completed by July 26 by 8pm Arizona time.

### Lesson 5: Side effects and addiction

#### **5a: Technogenic & Iatrogenic Disease—Side Effects**

- Reading: Fishman et al. 2005
- Reading: Handelsman 2006
- Reading: Bourgois Chapters 4-6
- Thalidomide (film): The Wonder Drug (BBC),  
<https://www.youtube.com/watch?v=fayMHhOKf80>

**Lesson 5b: Technogenic & Iatrogenic Disease--Addiction**

- Reading: Beauchamp et al (2014)
- Reading: Bourgois Chapters 7-9
- Reading: Chapters 8,10-11. Drugs in American Society

**Assignment #5** Due: August 1 by 8pm Arizona time

**Quiz 5** covers material from Lessons 5a-5b. Must be completed by August 2 by 8pm Arizona time.

**Lesson 6: Reducing Use or Harm**

**6a: Reducing the Negative Effects of Drugs**

- Reading: Bate 2014
- Reading: Jozaghi, E., & Andresen, M. A. (2013). (blackboard)
- Reading: Chapters 14-15. Drugs in American Society
- Film: Do no Harm

**6b: New Directions in International Drug Policy**

- Reading: Curbing Tobacco Use in Poland
- Reading: Strang et al. (2012)

**Assignment #6** Due: August 8 by 8pm Arizona time

**Quiz 6** covers material from Lessons 6a-6b. Must be completed by August 9 by 8pm Arizona time.