

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. Chair/Director Initials

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.Lucie@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 _____ E-mail _____ Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed): _____ Date: _____

Chair/Director (Signature):

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.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	See below & attached list of course materials with breakdown by international and U.S.-based content.
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>	See organizer below. A majority of the blackboard material (> 60%), assignments (>60%), and required books (50%) are focused on international content and skills
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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."</p>	See organizer below

Course Prefix	Number	Title	Designation
ASB	357	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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: 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.

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 & Health
ASB 357
Spring 2018
Line Number: 30759/30760

Course Meetings: online (3 credit hours)

Instructor: Dr. Daniel Hruschka

Contact Info: dhruschk@asu.edu (responses on weekdays within 24 hours)

Office: Matthews Center 203M

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

Teaching Assistant: TBD

Contact Info: TBD (responses on weekdays within 24 hours)

Course Description:

This course examines how humans in different societies around the world 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.

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:

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

1. Quizzes (6 quizzes x 10 points = 60 points)

Due Dates: Due dates for the quizzes are described in the syllabus below (on Tuesdays by 8pm). Quizzes completed after that date will be penalized a letter grade or more, unless appropriate documentation is provided (see policy on late assignments)

Quiz Format: The quizzes will include multiple choice, true/false, and short answers. They will cover materials covered in lectures and readings for the assigned lessons. Quizzes are non-cumulative. Although this is an open book format, it is a timed one, so you should prepare for the quiz as you would any quiz. In other words, when you look at the lectures and do the readings, make notes and organize them so that you are able to refer back to them quickly when you are taking the quiz. Pay particular attention to any topics I cover in the individual lessons (both slides and supplemental text).

For each quiz, you will answer 8 multiple choice and true/false questions drawn randomly from a larger pool of questions (Given this randomization, no two students are likely to have the same quiz.). It will also involve one or two short answer questions.

Once you begin, you must complete the quiz within a 20-minute time limit. **BE CAREFUL!** Do not start the quiz until you are sure you have uninterrupted time available and a reliable Internet connection. The computer will allow you to continue past the deadline, but will report to me how long you took. I will then deduct 1% for every 5 minutes you spend past the deadline. The quiz will show you one question at a time. **Once you have submitted an answer for that question, you will not be able to return to make a change. You will not be able to back-track.**

Quiz re-set due to server crash: In the unlikely event that your computer crashes or the connection fails while you are taking the quiz, please e-mail Dr. Hruschka immediately so that we can reset the quiz. I will reset quizzes between the hours of 8 pm-midnight and will e-mail you to let you know that the quiz has been re-set. You will receive only one reset for any quiz. (It will NOT be the exact same quiz - Blackboard will automatically generate a new quiz.)

2. Written assignments (6 assignments x 10 points = 60 points)

Written assignments will involve answering questions designed for you to apply concepts from class to real-world health issues. The 1-page limit will be strictly enforced. You may find it difficult to fit your statement into the allotted space. This is because writing concisely is a difficult skill to master. It is also an extremely useful skill. To successfully apply course concepts in the writing assignment, it is important that you first complete the lessons for that week (The on-line readings are in .pdf format in the folder for each lesson.)

Assignments must be submitted prior to the deadline noted below. No assignments will be accepted after that deadline.

Assignment format: The total assignment length minimum is ¾-page and maximum is one page (double-spaced, 1" margins, must be 12 point). There will be a half letter grade reduction for failing to follow these guidelines. **(Important: Save your file separately as a back-up copy).**

Assignment file name: Save the file with your name and the assignment number (e.g.: John Smith A1.) Do not put any extra characters (such as # or :) in the file name – Blackboard reads these as an http error and will not allow it to be opened.

Uploading assignment on blackboard: You must submit written assignments to me through blackboard. When you click on the assignment in the Assignments section, you will see a text area to write comments as well as a place to attach a word document. You should copy and

paste the text into the comment box AND attach the word document using the attachment too. Blackboard will only accept Word documents (.doc, .docx) and Rich Text File documents (.rtf).

If you have successfully submitted the assignment, an exclamation mark will be visible in the Gradebook under the appropriate column. If you do not see such an exclamation mark in the appropriate column of the grade book after submission please contact me ASAP.

3. Methods activities. The two methods activities give you first-hand experience using methods in medical anthropology and epidemiology that one can use to understand how other people think about health and disease. For both activities, you will need to identify another person, and collect data from that person based on instructions provided on blackboard. You will then need to write up your results and submit as an assignment. Due dates for the methods activities are noted below in the syllabus.

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

a. Introduce Yourself on Blackboard Discussion Group – 2 points (DUE by May 19, 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 May 19, 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>). The instructor will not assign grades of “incomplete” 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. Moreover the student must have completed 80% of course to be eligible for an incomplete.

Late Assignments

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, then 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.

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.

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: May 21 by 8pm Arizona time.

Quiz 1 covers material from Lessons 1a-1b. Must be completed by May 22 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: May 28 by 8pm Arizona time

Methods Activity #1 (free-listing) Due: May 29 by 8pm Arizona time.

Quiz 2 covers material form Lessons 2a-2b. Must be completed by May 29 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: June 4 by 8pm Arizona time

Quiz 3: covers material from Lessons 3a-3b. Must be completed by June 5 by 8pm Arizona time.

Methods Activity #2 (pile-sorting) Due: June 5 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)

Assignment #4: Due by June 11 by 8pm Arizona time.

Quiz 4 covers material from Lessons 4a-4b. Must be completed by June 12 by 8pm Arizona time.

Lesson 5: Side effects and addiction

5a: Technogenic & Iatrogenic Disease—Side Effects

- Reading: Fishman et al. 2005
- Reading: Handelsman 2006
- Thalidomide (film): The Wonder Drug (BBC), <https://www.youtube.com/watch?v=fayMHh0Kf80>

Lesson 5b: Technogenic & Iatrogenic Disease--Addiction

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

Assignment #5 Due: June 18 by 8pm Arizona time

Quiz 5 covers material form Lessons 5a-5b. Must be completed by June 19 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: June 25 by 8pm Arizona time

Quiz 6 covers material from Lessons 6a-6b. Must be completed by June 26 by 8pm Arizona time.

Materials for ASB 357: Society, Drugs & Health

This document lists key course materials—required blackboard readings and films, assignments, and required books—broken down by international content. In each category, the materials constitute at least 50% of course materials (65% of blackboard materials, 63% of assignments, and 50% of required books). After much searching, it is not possible to find a good textbook on drugs and society that has an international rather than U.S. focus. To balance this, I include a book focusing on drugs in world history, and numerous readings that introduce useful information about how drugs are defined, perceived, and used in different societies.

Required Materials on Blackboard

International content:

1. Mirzabagi et al. (2012) Uterotonic use during childbirth in Uttar Pradesh: Accounts from community members and health providers
2. Tupper (2008) The globalization of ayahuasca: harm reduction or benefit maximization?
3. Film - Ayahuasca: Shamans of the Amazon
4. Film - Last of the Cuiva
5. Smith et al. (2008) Drug policy in sport: hidden assumptions and inherent contradictions
6. Solberg et al. (2010) Doping in Elite Sport - do the fans care? Public opinion on the consequences of doping scandals
7. Lustig R.H. et al. (2012) The toxic truth about sugar.
8. Film – Mad Honey Hunters of Nepal
9. Case Study: Eradicating Smallpox Worldwide
10. Case Study: Controlling Tuberculosis in China
11. Roulette (2014) Tobacco use vs. helminths in Congo basin hunter-gatherers: self-medication in humans?
12. Film: Thalidomide: The Wonder Drug
13. Singer (2012) Anthropology and addiction: an historical review
14. Jozaghi, E. and M. Andresen (2013). Should North America's first and only supervised injection facility (InSite) be expanded in British Columbia, Canada?
15. Bate (2014). Developing Medical Regulatory Authorities
16. Strang et al. (2012). Drug policy and the public good: evidence for effective interventions
17. Case Study: Curbing Tobacco Use in Poland

Primarily U.S.-focused.

1. Lee, J. P. and T. Antin (2012) How do researchers categorize drugs, and how do drug users categorize them?
2. DeSantis and Hane (2010) "Adderall is definitely not a drug". Justifications for the illegal use of ADHD stimulants
3. Parry 2003. The Art of Branding a Condition
4. Dana et al. 2003. A Social Science Perspective on Gifts to Physicians From Industry
5. Moynihan et al. (2002) Selling sickness: the pharmaceutical industry and disease mongering
6. Fishman et al. (2015) Bioidentical hormones, menopausal women, and the lure of the "natural" in U.S. anti-aging medicine
7. Handelsman (2006) Testosterone: use, misuse, and abuse

8. Beauchamp et al. (2014). Moving Beyond Misuse and Diversion: The Urgent Need to Consider the Role of Iatrogenic Addiction in the Current Opioid Epidemic
9. Film: To Do No Harm

Assignments. There are 8 assignments in the course. Four are content-based, three are skills-based, and one is an in-depth course assessment where students describe what they like and didn't like and why. Five of these eight assessments focus on either skills used by anthropologists in international settings or international course content.

Two of the three skills-based assignments involve methods used by medical anthropologists—free lists and pile sorts—to study domains of cultural knowledge in international settings.

Two of the four content-based assessments are explicitly aimed at understanding the origins and use of drugs in international context (see below).

Assignment 2. Choose a drug. Describe the original source for its active ingredient, the original world region from where it came, and how it was originally used in this cultural context. Outline the key innovations that have made the drug more potent, more available, and less expensive over time. Finally, describe how and for what purposes it is used today.

Please give citations to course readings or to other scholarly work to support your statements (websites are not acceptable). The Courtwright book and the textbook are excellent sources of material for the assignment.

Please see syllabus for the specific details of assignment length and submission. The written portion of the assignment is limited to a page, but you can add the citations on a second page.

Assignment 3. Choose a drug. Describe the main uses it has been put to in different societies, and outline at least two arguments that have been made for its use and two arguments that have been made against its use in different societies. In this assignment it is important to use course material to focus on arguments for and against the use of the drug given in societies other than the U.S.

Please give citations to course readings or to other scholarly work to support your statements (websites are not acceptable). The Courtwright book and the textbook are excellent sources of material for the assignment.

Please see syllabus for the specific details of assignment length and submission. The written portion of the assignment is limited to a page, but you can add the citations on a second page.

Required Books

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.

Table of Contents for Required Books

Courtwright (2001). Forces of Habit: Drugs and the Making of the Modern World

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Part One: THE CONFLUENCE OF PSYCHOACTIVE RESOURCES

1) The Big Three: Alcohol, Tobacco, and Caffeine

2) The Little Three: Opium, Cannabis, and Coca

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Part Two: DRUGS & COMMERCE

4) The Sorcerer's Apprentice

5) A Trap Baited with Pleasure

6) Escape from Commodity Hell

Part Three: DRUGS & POWER

7) Opiates of the People

8) Taxes and Smuggling

9) About-Face: Restriction and Prohibition

10) Licit and Illicit Drugs

Goode. Drugs in American Society, 9e

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1) A History of Drug Use

2) A History of Drug Control

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4) The Sociologist Looks at Drug Use

5) Drugs in the Media

Part Three: METHODS, DATA, THEORIES

6) Studying Drug Use

7) Explaining Drug Use

Part Four: DRUGS AND THEIR USE

8) Legal Drugs Use: Alcohol and Tobacco

9) Prescription Drugs

10) Marijuana, LSD, and Club Drugs

11) Stimulants: Amphetamine, Methamphetamine, Cocaine and Crack

12) Heroin and the Narcotics

Part Five: DRUGS, CRIME, AND DRUG CONTROL

13) Drugs and Crime

14) Trafficking in Illicit Drugs

15) Law Enforcement, Drug Courts, and Drug Treatment

16) Legalization, Decriminalization, and Harm Reduction