Course Outline

DIVISION/DEPARTMENT ______Liberal Arts/Social Science_______________________

SOC 214  Sociology of Drug Use and Behavior  3
Course Number  Course Title  Credits
3/0  SOC 101 or SOC 107  Spring 2012
Lecture/Pre/Co-requisites  Implementation sem/year

Revision Date: Fall 2014

Course description:

Analysis of the political, economic, and cultural ramifications of drugs in American society within a global context. Specific topics include: constructing drug use and the user as a social problem and the implications for social policy and control (legislation, prevention and treatment). Primary source texts, films, and other resources are used to understand these issues.

COURSE OUTLINE

Required Materials (not all titles will be used each time the course is offered, but one or more texts will be selected from the following list):


**Complimentary Texts:**


Course Objectives:

**The Student will be able to:**

1. Understand the theoretical perspectives on drug use and addiction.
2. Understand legal and psychopharmacological drug classification schema.
3. Describe and contextualize the evolution of American drug laws and the movements associated with them.
4. Understand the economic and social implications of drug use in America and globally.
5. Understand the theoretical explanations for the drug/crime link.
6. Critically analyze and evaluate the sub-cultural dynamics associated with drug use today.
7. Critically analyze and evaluate drug policy approaches and options and understand there implications on American society and globally.
8. Use information technologies in acquiring new knowledge and perspective
9. Construct a synthesis paper on a specific topic in the field that presents a clear thesis, a persuasive argument, and well-researched supporting data.

**General Education Objectives:** If the course is submitted for Fen Ed approval, the Gen Ed objectives must be listed separately from the course objectives. (Consult the Gen Ed Policy for Gen Ed Objectives – e.g., Communication skills, Problem-solving and Critical Thinking, Information Literacy skills, etc.)
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- Students will be competent in critical thinking.
- Students will read, evaluate orally present and write on a wide range arguments.
- Students will learn how to integrate their learning into a lifelong process of understanding themselves, others and the world.

**Communication Objectives:**
1.1 Students will comprehend and evaluate what they read, hear and see.
1.2 Students will state and evaluate the views and findings of others.
1.3 Students will write and speak clearly and effectively in standard American English.
1.4 Students will logically and persuasively state and support orally and in writing their points of view or findings.
1.5 Students will evaluate, revise and edit their communication.

**Critical Thinking and Information Literacy:**
3.1 Students will identify a problem and analyze it in terms of its significant parts and the information needed to solve it.
3.2 Students will use appropriate library tools such as cataloging systems to access information in reference publications, periodicals, bibliographies and databases.
3.3 Students will use computers to access, analyze or present information, solve problems, and communicate with others.
3.4 Students will formulate and evaluate possible solutions to problems, and select and defend the chosen solutions.
3.5 Students will recognize weaknesses in arguments, such as the use of false or disputable premises, suppression of contrary evidence, faulty reasoning, and emotional loading.

**Ethical Dimension:**
4.1 Students will identify ethical implications of an issue or a situation.
4.2 Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or situation.
4.3 Students will integrate their knowledge, take a position on an ethical issue or a situation and defend it with logical arguments.

**Society and Human Behavior:**
7.1 Students will analyze and discuss behavioral or societal issues using theories and concepts from social science.
7.2 Students will explain how social institutions and organizations influence individual behavior.
7.3 Students will describe how social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage themselves in these processes.

**Aesthetic Perspective:**
8.1 Students will describe commonly used approaches and criteria for analyzing a work of art.
8.2 Students will recognize, analyze and assess works of art with commonly used approaches and criteria.

**Historical Perspective:**
9.1 Students will state the causes of major historical event and analyze the impact of that event on a nation or civilization.
9.2 Students will show how writers’ interpretation of historical events are influenced by their time, culture, and perspective.
9.3 Students will discuss a major idea, movement, invention or discovery, and how it affected the world or America.

**Diversity and Global Perspective:**
10.1 Students will link cultural practices and practices with geographical and/or historical conditions from which they arose.
10.2 Students will explain why an understanding of differences in people’s backgrounds is particularly important to American society.
10.3 Students will recognize and explain the consequences of prejudicial attitudes and discriminatory actions.
10.4 Students will recognize the needs and concerns common to culturally diverse peoples.
10.5 Students will recognize contributions made by people from various cultures.

Examinations and Required Work: Describe general guidelines for course work, assignments, and tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

Sociology courses should, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

**Reading Assignments:**
- Textbooks as well as primary documents should be clearly assigned to the students.

**Exams and Quizzes:**
- At least (2) one hour exams
- A Final exam
- Exams should include at least a short essay component

**Writing Assignments** (to assess specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives – written, verbal or both – that clearly presents their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).
- At least 3 but preferably more writing assignments.
- At least one assignment should incorporate library and internet research and include reading and assessing primary sources; this assignment may be a term paper or group presentation or some other type of project.
- At least one assignment should be an ongoing journal or number of brief response papers.
- Students should be required to give at least one oral presentation.
- Length of the essays may be determined by the instructor; short (e.g. two-page) essays are acceptable.

**Units of Study in Detail:**

1. **Introduction to the course: Drugs and the classification of behavior**

   Learning Objectives: *the students will be able to*
   - Understand the Social Science perspective on behavior and culture and how this perspective is different from other perspectives.
   - Identify and explain the social science approaches to drug research.
   - Identify primary vs. secondary sources and discuss the uses and limitations of each.
   - Understand legal vs. pharmacological classifications of drugs and the relationship between the classification systems.

2. **Historical analysis of drug use, abuse and sale**

   Learning Objectives: *the students will be able to*
   - Understand the history of drug use and laws in American society and the historical context from which they emerged (including social movements that influence how we view drugs).
Understand the process of classifying drug use and sale as a “social problem”.
Understand theories explaining why people use and abuse drugs.
Understand and analyze varying approaches to the “Drug Problem” including using cross-cultural comparisons.

3. The drug using experience

Learning Objectives: the students will be able to
- Understand and explain objective vs. subjective effects of drugs.
- Understand and discuss the dynamics of drug using subcultures and social movements.
- Identify and analyze the implications of prohibition on drug use.
- Understand gender, race and class implications of drug use.
- Understand the correlations between drug use and work.

4. How do drugs get where they are?

Learning Objectives: the students will be able to
- Understand the historical context for International distribution of drugs.
- Understand the role of migration in the drug distribution process.
- Understand the dynamics of “street dealing”
- Identify what groups we associate drug use and drug sales with and why.

5. The function of drugs

Learning Objectives: the students will be able to
- Understand the rationale for classifying drugs as licit or illicit
- Understand the relationship between modern perspective on drugs and drug use and industrialization including work, the economy, urbanization, etc.
- Understand the incorporation of drugs in religious practices and the legal implications of that relationship in American society.
- Understand the relationship between drugs and social control.
- Understand the economics of drugs