DRUGS IN AMERICA

HIS 310 – Fall 2019

TTh 12:30-1:45 [FERG 475]

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Office Hours: TTh 11-12:30; W 1-3

Required Books
Sam Quinones, *Dreamland*  
Nicolas Rasmussen, *On Speed*
Martin Lee and Bruce Shlain, *Acid Dreams*  
Randol Contreras, *The Stickup Kids*

Course Description
A survey of the history of drug use and abuse in American history, this course examines the cultural and political context for many of the major tensions that have defined modern America. Topics include the origins of drug prohibition in the United States, drugs and the culture wars of the 1960s, the racial politics of enforcement and incarceration, the cultural impact of antidepressants, and the current crisis of opioid addiction. Overall, this course encourages a reexamination of contemporary America through the lens of pharmaceutical culture.

Assignments and Grades
As an upper-level undergraduate history course, this class will center on a heavy dose of reading, thinking, and writing. The core composition of the assignments then are essays, papers, and a research paper. Assignment descriptions and the grade breakdown are as follows:

Book Reviews:
You will also write four essays this semester based on the assigned readings. Each essay should be approximately 750-1000 words. You will receive prompts for each review. Together these reviews represent 40% of your grade.

Essays:
You will write four essays corresponding to the four major themes of the class and will reflect the material discussed in the classroom. Each essay should be approximately 750 words. You will receive prompts for each review. Together these essays represent 40% of your grade.

Research Project:
For this project, I want you to focus on one particular substance and trace its significance in American culture and society from a historical perspective. Your paper (approx. 2250 words) should then be an analysis of the ways in which this particular substance impacted American culture, society, and/or politics. We will discuss this assignment in greater detail in class. Ultimately, you are writing a detailed, analytical, primary-source-based essay on the way one particular substance impacted America. Remember: craft an argument, be creative, and do good work. This essay is worth 20% of your final grade. Note: you will have an opportunity to rewrite this essay for an improved grade.
A Note on Citations
All work must cohere to the Chicago Manual of Style. All citations, footnotes, bibliographies must adhere to this style guide. As historians, we generally use Chicago as our style guide to provide for clarity and coherence. It is not a difficult guide to master (especially for the routine citations that you will encounter) and it provides consistency to your citations. All direct quotes must be cited, and all citations (and bibliographies, if necessary) must adhere to the Chicago style. Kate Turabian, a dissertation secretary at the University of Chicago, published A Manual of Writers as a sort of student-centered version of the much larger and detailed Manual of Style. This book/version is acceptable and, in many ways, preferable to the larger style guide. You may also access various online resources based on Chicago, including a popular version put together by OWL—Purdue University’s writing lab. Whether you access the information online or in one of the many published versions, just please be aware of the necessary citation conventions.

Course Responsibilities
Regular (and preferably attentive) attendance is mandatory for your success in this class. Also, you are responsible for all material that you missed, regardless of reason. Course schedules occasionally change and all major changes will be announced in class and on D2L—you are responsible for all changes announced in your absence. Excessive absences will make it difficult for you to achieve a good grade in this course. If you would like to record any lecture or use a computer to aid you in taking notes, please come and talk to me first. To pass this class you must complete and turn in all of the assignments. Also, course schedules occasionally change and all major changes will be announced on D2L. Other than opportunities I provide for the entire class, no extra credit assignments will be offered during the course of the semester; after the semester is over, or on an individual basis.

Program Learning Objectives
The SFA History Department has identified the following PLOs for all students earning a B.A. degree in History:
1. Interpret the Past in Context
2. Understand the Complex Nature of the Historical Record
3. Engage in Historical Inquiry, Research and Analysis
4. Craft Historical Narrative and Argument
5. Practice Historical Thinking as Central to Engaged Citizenship

Student Learning Objectives
The more specific Student Learning Outcomes (SLOs) for this particular course are listed below:
1. The student will be able to explain the role and impact of drugs in American history with a particular focus on the way drugs shaped the cultural and social fabric of the nation.
2. The student will be to explain the ways in which race, gender, and class have come to define many of the tensions in modern American culture and society.
3. The student will be able to analyze the role of popular culture as a lens in which to study the impact of drugs on American society.
4. The student will be able to analyze the impact of the “War On Drugs” on modern American culture and society.
5. The student will be able to analyze the rise of opioid addiction in America and the ways in which it reflects growing social and political tensions

Students with Disabilities
To obtain disability related accommodations, alternate formats and or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Explanation of credit hours awarded for course:
This is an upper-level history course. Upper-level lecture courses in history meet for 150 minutes each week for 15 weeks and also meet for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

Academic Integrity (A-9.1):
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades (Semester Grades Policy, A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Course Schedule:

1. Introduction
   8/27 - 8/29 The Strange Career of Drugs in America

2. Spiritual
   9/3 - 9/5 Drugs and Indigenous America
   9/10 - 9/12 From Opium to Opioids: The Quest for Understanding
   9/17 - 9/19 Microdosing, Ayahuasca, and the Search for Meaning in the Modern World

3. Professional
   9/24 - 9/26 The Origins of Drug Prohibition in the U.S.
   10/1 - 10/3 From Quack Medicine to Regulated Economy: The Rise of Prescription Drugs
   10/8 - 10/10 Greed is Good: Cocaine, Race, and the Making of Wall Street

4. Recreational
   10/15 - 10/17 Benzedrine, Bebop, Beats, and the Significance of Drugs in the 20th Century
   10/22 - 10/24 The Psychedelic Era
   10/29 - 10/31 Just Say No: Reagan and the Drug Culture of the 1980s and 1990s

5. Criminal
   11/5 - 11/7 Nixon and the War on Drugs
   11/12 - 11/14 Age of Mass Incarceration
   11/19 - 11/21 Narco: The DEA, Cartels, and US-Latin American Relations
   11/26 - 11/28 THANKSGIVING BREAK
   12/3 - 12/5 Weed Nation: The Meaning of Legalization in America

Due Dates:

- Dreamland Review: 9/12
- “Spiritual” Essay: 9/19
- On Speed Review: 10/3
- “Professional” Essay: 10/10
- Acid Dreams Review: 10/24
- “Recreational” Essay: 10/31
- Research Paper Draft: 11/14
- The Stickup Kids Review: 11/21
- “Criminal” Essay: 12/5
- Final Draft Due: 12/10