

SOCI 387-101: Drugs and Society
University of British Columbia
2018-2019 Winter Term 1 (3 Credits)
T/Th: 3:30 – 5:00PM, LASR 102

LAND ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

CONTACT INFORMATION

Instructor: Lindsey Richardson, D.Phil., Associate Professor of Sociology
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Office Hours: ANSO 3125; Thursday 10:00-11:00 or by appointment

Course TA: Ryan Jamula, MA Student, Department of Sociology
Email: ryan.jamula@alumni.ubc.ca
Office Hours: ANSO 108; Wednesday 1:00-2:00 or by appointment

COURSE OVERVIEW AND LEARNING OUTCOMES

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

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

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

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

PREREQUISITES

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

COURSE STRUCTURE AND LEARNING ACTIVITIES

This course is an upper level elective course that will include both traditional lectures and class-based and small group discussions. The class focuses on in-class activity. As such, attendance in class and reading materials before class begins is expected. Period assessments of class participation and preparation will be a part of our in-class activities. I generally provide class lecture materials ahead of class time to avoid students taking verbatim notes. Instead, the expectation is that students focus on their own learning, ensuring that they are understanding course concepts and participating in discussions, and using course assessments to solidify their learning of course concepts. This course approaches drug use through a history of strong sociological scholarship on drug use and contextualizes these perspectives through historical and contemporary examples.

LEARNING MATERIALS

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

SOCI 387 ON UBC CANVAS

All students enrolled in the course will have access to the UBC Canvas course for SOCI 387. If you are new to the UBC Canvas system please register at canvas.ubc.ca. All on line course information, including the syllabus, course readings, lecture materials, announcements, supplementary materials, assignments, and other course-related matters, will be on the SOCI 387 Canvas course.

There is a Canvas guide for students located here: <https://community.canvaslms.com/docs/DOC-10701>, and I have added a link to “Canvas Basics for UBC Students” on the SOCI 387 homepage. Also, on Canvas sidebar there is a ‘Help’ icon that will link you to Canvas user guides, the Canvas support hotline, chat support and other resources. Note that many of these resources are available 24/7.

Most course assessment materials will be submitted via Canvas so please make sure that you are familiar with how to use it. Barring technical problems with the UBC Canvas system, trouble using the platform will not be considered a justifiable reason for late submission.

If you encounter any issues using UBC Canvas, please contact Arts ISIT support staff in Buchanan A105, at arts.helpdesk@ubc.ca, or at 604-827-2787. Please do not contact the course instructor regarding Canvas issues unless the course Canvas site is malfunctioning and requires attention.

ASSESSMENTS OF LEARNING

The assessment of student learning in this course will consist of several components: (1) Participation/In-class activities; (2) One “Issue Exposé”; (3) a public engagement project; and (4) a Research Essay. Both the course instructor and the course TA will be marking your course materials. The breakdown of course marks allocated to each of these components is as follows:

Participation	20%
Issue Exposé	20%
Public Engagement Project	20%
Research Essay	
Topic proposal/Lit Review	5%
Essay	35%
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Total	100%

1. Participation (20%)

Class participation will not be assessed by attendance, as it is expected that you will attend all classes. Throughout the term there will be in-class activities that are evaluated as part of your final grade. I will give advance notice for some but not all of these activities. If you are not present during the class you will not receive credit for these activities or be given an opportunity to do a make-up assessment without reasonable cause, though I will happily accommodate justified absences. These activities are assessments to give you a sense of whether or not you understand course materials that allow me to gauge periodically who is (and is not) attending class. Participation will also include self-assessments of your participation.

2. Issue Exposé (20%)

Students will be asked to submit an issue exposés that is a written reflection on a controversial or unresolved issue related to substance use. This brief, 750-1000 word written assignment will involve the presentation of arguments that are both supportive *and* critical of a particular viewpoint related to the student’s chosen issue and *should not* take a specific position on that issue. Students will be asked to draw on theoretical positions discussed in class and arguments drawn from real world examples. The purpose of the issue exposé is NOT to summarize course readings. Instead, it should demonstrate that you are able to identify and critically examine a key issue in substance use, considering how two or more theoretical perspectives might approach that issue and draw on material outside the classroom. The aim is to help you develop your critical thinking and writing skills. Issues raised by student exposés may serve as the basis for discussion in class and will contribute to the learning environment throughout the term. **Students can choose the topic of their exposé.** The issue exposé must be completed before class on October 8th. Students will bring copies of their expose to the class and during that class students will undertake peer reviews on their colleague’s work. Students can then choose to revise their exposé for submission before October 15th.

3. Public Engagement Project (20%)

One theme that comes up repeatedly in this course is how drugs and the people who use them are portrayed by others. On October 3rd, we will have renowned CBC journalist and professor in the UBC School of Journalism Kathryn Gretzinger come to speak with us about journalistic tropes surrounding drug use and how drug use is commonly framed for different audiences. Following this discussion, you will be asked to develop a project that produces an “artefact” that is, or could be, public-facing. Your “artefact” may provide information, analysis, insight, food for thought or commentary about a drug-related

issue or topic. The artefact can take the format of your choosing: it could be an op-ed, case study, multimedia presentation, infographic, podcast, video, blog post, or some other format that you come up with. I encourage you to be creative and check with me if you are unsure about what you would like to do. Also of your choosing: whether you work alone or with others. We will establish the process for formulating your project, whether you work alone or not, and how groups will be formed in class.

For people who elect to do group work, the expectation is that the scope of the project will be larger than a project that is undertaken by a single individual. We will also take measures to avoid the free loader problem common to group work, where a small number of people often carry the bulk of the workload. Everyone will need to develop a plan for their project, groups will establish ground rules to govern how you will work together and what you expect from each other, and part of the assessment will involve assessing your peers' and your own contributions.

Your public engagement project is due November 5th before class. More information on how to submit your projects (format, venue) will be provided in class.

On one of the last classes of the term (tentatively November 26th), Kathryn and I will showcase the classes public engagement efforts. You will be able to decide whether or not you are willing to have your project featured in the showcase. Students from Kathryn's classes may select some of your projects and create pitches of how they would develop audio coverage of the project.

4. Research Paper (40%)

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

There will be two components for the research paper. First, the identification of the paper topic and the completion of a brief **literature review** on that topic. This component will be worth 5% of the student grade and will be due on November 21st. It is expected that this literature review will be a part of or inform the framing of the paper. Second is the completion of the **full research paper**.

The research paper will be due on DECEMBER 9th at 5:00 pm electronically and in hard copy. Students are welcome to submit the paper earlier in the term. All papers must be submitted using standard formatting (no smaller than 12 point Times New Roman or 11 point Arial/Helvetica font, double spaced, 2.54 cm margins). Please use a single staple to fasten the hard copy of your paper.

Marking Rubrics

For all assessed work I will make use of marking rubrics to outline the grading criteria for each assignment. For some assignments these will be distributed in advance of the due dates and will be posted on the course Canvas website (attached to the assignment in question). These seek to help clear the expectations around the content and quality of your written work.

Review of grades

If you disagree with a mark you have been assigned in this course, you may contact me to discuss this further. Please keep in mind that I base my grades on your performance in the course and not your previous track record, and that I make every effort to be clear about performance expectations for the course (see “marking rubrics” above). If following our discussion you remain dissatisfied you may apply for a Review of Assigned Standing. Please refer to the UBC calendar for additional information.

Late or Missed Assignments

No assignments handed in late without a justifiable reason will be accepted without penalty. Extensions of the due date for the written assignments will be considered on a case-by-case basis **in advance of the deadline** and pending extenuating circumstances. Extenuating circumstance include documented medical issues, serious illness/death of a loved one, unreasonable exam schedules, etc. In general, accommodations of this nature will require a letter from Arts Advising. If advance notice is not possible for late assignments (e.g. sudden illness), then I urge you to get in touch with Arts Advising and me as soon as possible. Unless otherwise specified in class, one point of the total score for each assignment (i.e. one percent of your final grade) will be deducted for each day an assignment is late.

Make up or additional assignments to compensate for missed work is not possible in this course.

SUBMISSION OF COURSE MATERIALS

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

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

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

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

- TurnItIn.com Class ID: 21994435
- Class Name: SOCI 387 Drugs and Society W2019
- Enrolment Key: DAS19@UBC

SCHEDULE OF TOPICS AND READINGS

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

WEEK 1

5 September - Introduction to the course and to the sociology of substance use

- Course Syllabus

WEEK 2

10 September - Defining and talking about substance use

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

12 September – Drug use aetiology: Where does drug use come from?

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

WEEK 3

17 September – Sociological theories of drug use (1)

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

19 September – Sociological theories of drug use (2)

- *Mosher, C. and Akins, S. 2007. *Drugs and Drug Policy: The Control of Consciousness Alteration*. Thousand Oaks: Sage. Chapter 2: Theories of Drug Use, pp. 45-80.

WEEK 4

24 September – Social constructions of substance use and addiction

- Becker, Howard S. 1953. Becoming a Marijuana User. *American Journal of Sociology* 59, 235-242.

26 September - Medicalization and demedicalization

- Conrad, P. and Schneider, J.W. (1992) *Deviance and Medicalization: From Badness to sickness, 2nd Ed*. Temple: Temple University Press. Ch. 5: Opiate Addiction: The Fall and Rise of Medical Involvement. pp. 110-144.

WEEK 5

1 October – Addiction as a Brain Disease?

- *Leshner, A. 1997. Addiction is a brain disease, and it matters. *Science*, 278, 45-47.
- *Hart, C. 2017. Viewing addiction as a brain disease promotes social injustice. *Nature Human Behaviour*, 1, 055.
- *Lewis, M. 2015. *The Biology of Desire: Why addiction is not a disease*. London: Scribe. pp. 32-38.

3 October – Journalism, Public Engagement, and Drug Use

****Guest Seminar with CBC Journalist/UBC Journalism Professor Kathryn Gretsinger*****

- No readings

WEEK 6**8 October – Issue Expose Peer Review Class**

- No readings

10 October – Instrumental Approaches to Drug Use

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

WEEK 7**15 October – Drug use, gender and sexuality**

- Haritavorn, N. 2017. Resisting Violence: The Construction of Tactics among Thai Women who Inject Drugs. *Feminist Criminology*, 11, 1-16.
- *Race, Kane. (2011). Party animals: The significance of drug practices in the materialization of urban gay identity, in S. Fraser and D. Moore (eds.) *The Drug Effect: Health Crime and Society*.

17 October - Racial and ethnic dimensions of substance use

- Marshall, S. G. (2015). Canadian Drug Policy and the Reproduction of Indigenous Inequities. *The International Indigenous Policy Journal*, 6(1), 1-11.
 - *Optional Reading:* *Alexander, Michelle. (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, Ch. 5, pp. 173-208.

WEEK 8**22 October – Socio-economic status, poverty and drugs**

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

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

24 October – Drug use and Stigma

- Room, R. 2005. Stigma, social inequality and alcohol and drug use. *Drug and Alcohol Review*, 24, 143-155.

WEEK 9**29 October – Drug use and moral panic**

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

31 October – Normalization and the Gateway Hypothesis

- Klenig, J. 2015. Ready for Retirement: The Gateway Drug Hypothesis. *Substance Use & Misuse*, 50(8-9), 971-975.
 - *Optional reading:* Measham, F. and Shiner, M. 2009. The legacy of 'normalisation': The role of classical and contemporary criminological theory in understanding young people's drug use. *International Journal of Drug Policy*, 20, 502-508.

WEEK 10**5 November – Drug Use, Group Behaviour and Ritual**

- *Zinberg, N. E. 1984. *Drug, set, and setting: The basis for controlled intoxicant use*. New Haven: Yale University Press, Chapter 5: Drug-Use Rituals, Sanctions and Control.

7 November – The War on Drugs and its impacts

- Hall, W. 2017. The future of the international drug control system and national drug prohibitions. *Addiction*. 113, 1210-1223.
 - *Optional Reading*: Levine, H. 2003. Global drug prohibition: Its uses and crises. *International Journal of Drug Policy*, 14, 145-153.
- Small, W., Kerr, T., Charette, J., Schechter, M. T., & Spittal. P. 2006. Impacts of intensified police activity on injection drug users: Evidence from an ethnographic investigation. *International Journal of Drug Policy*, 17(2), 85-95.

WEEK 11**12 November – Cannabis Legalization*******Guest lecture from Dr. M-J Milloy, Ph.D.*****

- *Lake, S., Kerr, T., Werb, D., Haines-Saah, R., Fischer, B., Thomas, G., Walsh, Z., Ware, M, Wood, E., Milloy, M-J. Guidelines for public health and safety metrics to evaluate the potential harms and benefits of cannabis regulation in Canada. *International Journal of Drug Policy, under review*.
- Kilmer B. 2017. Recreational Cannabis - Minimizing the Health Risks from Legalization. *New England Journal of Medicine*. 376(8), 705–707.

14 November – Drug use and HIV/AIDS

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

WEEK 12**19 November – Harm Reduction**

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

21 November – Drug use-related social movements

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

WEEK 13**26 November – Public Engagement Showcase****28 November – Course Review and Wrap Up****9 December – Research Papers Due**

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

ADDITIONAL COURSE INFORMATION AND POLICIES

1. **Respect.** The highest standards of respect will be upheld inside the classroom. This includes respect for each other, respect for me, respect for you by me, and respect for those outside the classroom. The inappropriate use of language (e.g., ageist, gendered, racist, homophobic, transphobic, ableist) is not acceptable and will not be tolerated.
2. **I am here to support you and your academic development.** If you are having a hard time understanding course content or have questions related to the materials we cover in class, please do not hesitate to come speak to me after class, during office hours or by appointment. I generally will not respond to substantive questions or engage in substantive debates over email but will make myself available to answer your questions or discuss content-related issues on an in-person basis.
3. **Quality of Written Work:** This course is designed to develop your ability to write concise, insightful, critical and high quality work. The quality of your writing will be evaluated for all written work (e.g., grammar, style, clarity) and it is crucial that you proofread your work thoroughly. Good writing takes several revisions to produce, and it is often very helpful to ask friends or colleagues to proof-read your work. Fun tips to improve your writing can be found at: <http://tinyurl.com/mqgtaot>.
4. **Email policy.** I ask that you try to use the resources available to you before sending me an email. Please follow the following decision logic when you think you need to email me: (1) Is this question answered in the syllabus? (2) Is there a classmate or peer who could answer this question? (3) Could the course TA answer this question? Or (4) Did the professor request I send an email? If the answer to questions 1, 2 or 3 is yes, I am unlikely to respond to your message.
5. **Missed classes.** Attendance will not be taken for the course because attendance at each class session is expected. If you miss a class, please get the notes from a classmate. Power point slides and other materials will usually be made available, but these are intentionally not comprehensive of everything we cover. Your colleagues are exceptional resources and I STRONGLY encourage you to get the contact information of multiple classmates and to turn to your colleagues to discuss any issues you find unclear, confusing or with whom you would like to engage around course content.

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

6. **Disability.** The University accommodates individuals living with disability or ongoing conditions that may affect their academic success. I encourage students living with disability or ongoing medical conditions to register with Access & Diversity and to access university resources for academic accommodation here: <http://students.ubc.ca/success/student-supports/academic-accommodations>.
7. **Academic Concession.** UBC supports students' academic pursuits, including circumstances that may require academic concession. Arts Students must contact Arts Advising as soon as you are aware you may need an [in term concession](#), including information on policies to enable students and members of faculty and staff to observe the holy days of their religions. Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

If you encounter medical, emotional or personal problems that affect your attendance or academic performance, please contact the Faculty of Arts Academic Advising Office, in Buchanan D111, phone 604-822-4028, <http://students.arts.ubc.ca/advising/contact-us/> as soon as possible. There are a wide range of university resources available to support individuals who face challenges inside and outside the classroom. If you are in need of help and unsure of what resources are available to you, please come and see me and I will be happy to connect you with available resources.

8. **Early Alert.** During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to a coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

9. **Laptop and handheld device use.** I do not want to see or hear cell phones, cameras, or other electronic equipment in the classroom. I consider common courtesy related to laptop and handheld device use to be a key component of respect for your colleagues and the classroom environment. While I understand that common practice for many students now involves the use of laptops for the purposes of taking notes, the use of laptops and handheld devices can be distracting for other students. While laptops will be allowed in the classroom, please refrain from using laptops for purposes unrelated to the class. Please also refrain from using your handheld devices during class time entirely and remember to put these devices on silent mode and store them out of sight prior to the start of class. If you choose to use electronic equipment for purposes other than those related to class activities, I may ask you to leave the classroom.
10. **Academic Honesty.** Academic dishonesty will not be tolerated. This includes lying, cheating and plagiarism. I strongly recommend students retain copies of drafts and final versions of all assignments. All students should be familiar with UBC's policies on academic honesty and academic misconduct, which can be found on the university website here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>
11. **Plagiarism.** Students are expected to know what constitutes plagiarism, that plagiarism is a form of academic misconduct, and that such misconduct is subject to penalty. The Academic Misconduct section of the 2019-2020 UBC Calendar includes the following:

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

- 12. Feedback.** I aim to make this class engaging, challenging and informative. I value any feedback you have for me to improve the class throughout the term, and will solicit your feedback with anonymous feedback forms at the mid-point of the course in addition to regular course evaluations at the end of term.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Learning technologies capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to view overall class progress, track your progress in order to provide you with personalized feedback, review statistics on course content being accessed to support improvements in the course, track participation in discussion forums, and assess your participation in the course.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the course instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Recording of class lectures is not permitted.

Finally, to demonstrate that you have read the course syllabus (and for your first participation grade!) please find a popular song that has been written about or refers to drugs (e.g., Pusherman by Curtis Mayfield). Find it on YouTube and send the link in an email with the subject line “Song” to our exceptional TA Ryan Jamula (before class on Tuesday, September 10th).