

**DRUGS AND SOCIETY (SOCI 387-901): SOCIOLOGICAL EXAMINATION OF DRUGS,
SOCIETAL RESPONSES AND MORAL ORDER: *DRUGS, DEMONS AND DAMNATION***

Summer Session 2020 Term 2 (3 credits)

6 July – 13 August 2020

LAND ACKNOWLEDGMENT

This course takes place on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) People. These lands have always been a place of learning for Musqueam youth, who were instructed in their culture, history, and tradition, and who in turn shared their knowledge with a new generation.

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TIME: Monday and Wednesday 2:00-5:00pm
First Day of Class: 6 July 2020

LOCATION: Online

OVERVIEW

This course examines the sociological dimensions of the causes, consequences, regulation, and treatment of substance use from Canadian and international perspectives. It begins with a question; what, exactly, are drugs? In some ways, this is like asking about the difference between a weed and a flower. Such questions cannot be answered meaningfully without first exploring the social meanings that we have ascribed to the objects we observe. An adequate investigation of drugs, then, must include socio-historical context at its foundation. This course employs sociology to examine drugs and drug related issues. It employs both theoretical and applied approaches to examining implicit or explicit sociocultural values, narratives and societal approaches to drugs. This course explores theoretical, moral, legal, scientific, medical and pharmaceutical narratives about drugs within an historical and sociological context.

Sociocultural values form the basis of our moral understanding of drugs. Sociocultural values, in turn, drive powerful societal narratives that shape personal, professional and public understandings of and practice with respect to drugs. However, the socio-cultural values associated with drugs that shape narratives, orientations and paradigms are often left as implicit, neglected or hidden. This course aims to utilize sociology in order to see past common sense, uncover sociocultural values and their associated narrative frameworks and, in so doing, set aside the obvious and notions about drugs that are replete with unexplored truths that are taken for granted.

The course brings together theoretical, historical, critical, applied and public sociological approaches in order to examine a wide range of themes associated with drugs including:

- 1) *Socio-cultural exploration of illicit drug use in relation to harm reduction: the intersection of population health and society*

- 2) *The unexpectedly blurry borderland between legal and illegal worlds of the drug trade.*
- 3) *Socio-cultural examination of the drugs in relation to the hypodermic needle, needle exchange and syringe distribution*
- 4) *Socio-cultural analysis of drugs in relation to homelessness and housing in stigmatized communities*
- 5) *Medical narratives: the socio-cultural construction of drugs as a medical object: addiction medicine and pharmaceutically assisted therapy*
- 6) *Socio-cultural analysis of North America's only supervised injection facility: application, activism and public scholarship*
- 7) *The contemporary social problem of hard to reach healthcare populations: professional narrative tension, morality and low threshold interventions in evidenced based medicine: intravenous antibiotic treatment and managed alcohol programs.*
- 8) *A critical and public sociological approach to understanding drugs, marginalization and the impact of structural variables for societies and social actors.*
- 9) *Pharmaceutical narratives: the socio-cultural construction of drugs as commodities.*
- 10) *Medical narratives: the socio-cultural construction of drugs as medical objects.*
- 11) *The impact of globalization and hyper-capitalist narratives on drugs and drug use.*

The central goal of the course is to deploy the methods and theoretical tools of sociology to challenge naturalized facts, overcome common sense ideas and move past social panic around drugs. It will therefore, by necessity, bring the discussion and analysis into the centre of a busy moral minefield as we examine drugs across time and within various societal jurisdictions.

Students will be required to reflect on readings and lectures, complete a public scholarship project and complete a term paper that draws on a sociological framework to describe and analyse a drug, drug related activity, issue or societal intervention from a sociological perspective.

CAVEAT

The instructor is a medical anthropologist (trained in sociology, psychology and anthropology) with applied experience over a 20-year period developing "low barrier" (minimal barriers for participant enrolment) evidenced based healthcare and sociocultural interventions including North America's first supervised injection facility, needle distribution, managed alcohol programs and a range of other harm reduction initiatives and supported housing aimed at providing hard to reach homeless populations (those living with multiple barriers, including active addictions that have been unsuccessful in conventional treatment) with social tenure and a doorway into healthcare. The instructor has also worked in the forensic psychiatric system and community mental health. As such, the course will draw on these experiences to include both theoretical and applied elements.

GOALS

This course holds, as its primary ambition, an intent to draw on social theory to critically examine the moral borderland associated with drug use in order to uncover and make explicit the powerful societal values and narratives that drive policy and popular understanding. The assumption, then, is that in order to effectively understand and address contemporary social issues such as drug use we must first confront their sociocultural core. An attempt will also be made to provide, then, a kind of sociocultural accounting of the narratives that drive public policy, healthcare interventions and societal approaches to the social problems. It is hoped that students will become proficient in critically engaging with social theory to recognize and analyze the key components of sociocultural narratives that underscore programs, policies and professional/public understandings about drugs and their impact on the lived and social realities of contemporary social problems.

COURSE FORMAT

The course takes place in an online format on Mondays and Wednesdays. Each Monday and Wednesday class will consist of lecture in the first part of the class. The second half of each class will be devoted to topical videos related to drug policy, wider discussion and interaction with students around their assignments. *Students need to attend all lectures or watch the recordings.* I have attempted to design the assessments of learning to strike a balance between ensuring that they represent the same level of challenge as those of a third-year level winter session course while making it feasible within the abridged time frame of a six-week summer course. The 6-week time frame for the class requires that students stay on top of their readings and assignments.

Given that the course has an intensive timeline, I am setting the second half of each class aside for review of multimedia items related to drugs, collaborative review of student plans for assignments and wider discussion of issues that emerge from the readings and lecture. Students are required to watch all multimedia items that are shared in the second half of class as they will be included as part of the assessment of learning (see below).

READINGS

The course readings are organized around a series of articles and book chapters from a wide range of sociological and interdisciplinary sources. Students can access the readings online through the UBC library and will need a campus wide login to access these materials.

ASSESSMENT OF LEARNING

ASSIGNMENT	PERCENTAGE OF GRADE
Individual Reflection Item	5%
Annotated Bibliography on Drugs: Contemporary Connections	15%
Lecture Reflection	15%
Term Paper Abstract and Preliminary Literature Review	15%
Research Paper	30%
Public Scholarship Project: Making Knowledge Count	20%
Total	100%

1. Individual Reflection Item (5%: Due 15 July 2020)

This assignment is designed to encourage students to gain an early start in thinking about a topic of interest for their research papers. It gives students an opportunity for sociological reflection related to a key idea related to drugs and society that will form the basis of their research paper and public scholarship project. As part of this reflective assignment, students will need to explore an issue pertaining to drugs and society. The issue relating to drugs might be found in a variety of public spheres such as everyday discourse, social media, internet videos (e.g. YouTube), blogs, television or journalistic accounts. The reflection should make a tangible connection between the theme that students have identified and *sociological* literature (past and present). The assignment is meant to give students an opportunity to demonstrate their ability to “make sociological knowledge count” by applying academic work within the context of everyday life. Each student will upload a two-page double-spaced written reflection to Canvas. The reflection is meant to be engaging and demonstrate the student’s burgeoning interest in a potential topic area related to drugs and society. The written reflection will need a title page

(student number), page numbers and reference sheet with at least two scholarly references. The summary reference sheet does not need to be extensive and only needs to include the items used by the student for their reflection. The Individual Reflection is due on 15 July at 2:00pm and should be submitted (uploaded) via Canvas.

2. Term Paper: Outline and Preliminary Literature Review (15%: Due 22 July 2020)

This assignment is also aimed at giving students a chance for an early start in laying the groundwork for their term paper. As such, they will need to identify the key issue related to drugs that they intend to examine, provide an outline how the paper will be organized and include a preliminary literature review. The outline will include a 250 word abstract that provides a pithy summary of the proposed term paper along with an list of specific academic sources upon which they will draw. The literature review can take the form of a reference sheet (in ASA format) with annotations. The annotations will short and sharp: taking the form of a single sentence elucidating the logical connection of each academic source to a core segment of the paper. Essentially, each reference will have a sentence specifically explaining why the source is being included in their research paper. Each paper will need to include scholarly references that provide both sociological facts related to the topic as well as theoretical sources that will help students to engage with sociological theory related to their area of study. The Term Paper Outline and Literature Review is due 22 July at 2:00pm and should be submitted via Canvas. The Term Paper Outline lecture will have a title page, student number, page numbers and a reference sheet (with ASA formatting).

3. Annotated Bibliography on the Sociology of Drugs: *Contemporary Connections* (15%: Due 5 August 2020)

While there is no midterm or final in this course, students still need to complete all the readings. The readings provide students with a sociological foundation for their examination of drugs and society. For this assignment, students will create their own annotated sociological bibliography based on the readings for the course. This assignment will allow students to stay on top of their readings and demonstrate that they have engaged with the material by providing a pithy summary (i.e. 75 to 100-word paragraph) of the key sociological issues relating to drugs that emerge for **ten** of the required readings. The sociological annotation needs to go beyond a reiteration of the abstract of the article. Students need to demonstrate that have read and *reflected* on the article. The summary should provide an answer the following questions: *why was this article included in the reading and how does it relate to a sociological examination of drugs in contemporary Canadian society?* Moreover, the final portion of the annotation will give students a chance to make a contemporary connection to the readings by locating a multimedia resource that connects to each article from the assigned reading list (e.g. movie, television show, news story, YouTube video, documentary, TedTalk, blog, website, social media). This portion of the annotation needs to include a short-sharp (1 to 3 sentences maximum) explanation of how the supplementary material (the contemporary connection that the student identifies) relates to the subject area of the article. The annotated bibliography is intended to help students to develop a resource file should they choose to continue academic work in this area. Each annotation should include a bibliographic link to the multimedia source that each student uncovers in relation to the contemporary link that they identify. The Annotated Bibliography will have a title page, student number, page numbers and a reference sheet (with ASA formatting). The Annotated Bibliography is due on 5 August at 2:00pm and should be submitted (uploaded) via Canvas. For the purposes of the assignment, students are only required to complete annotations for **ten** of the course readings (*and any multimedia items reviewed in the second half of the class*) up to and including those assigned for 5 August.

4. Sociological Reflection on the Course Lectures (15%: 5 August 2020)

Again, although there is no midterm or final in this course, students still need to attend all the

lectures over course the term. The lectures will be recorded so they are available for students that have to miss a live lecture. This assignment gives students an opportunity to demonstrate that they have *reflected* on the key themes for each lecture. It is also meant to encourage students to be public scholars by making connections between academic knowledge (sociology) and everyday life. For the assignment, students will need to provide a 75 to 100-word summary of the key themes and theoretical concepts introduced for *each* lecture. Moreover, students need to demonstrate that have *contemplated* each lecture and its themes by describing a personal learning outcome related to a sociological examination of drugs. The personal learning outcome will take the form of a sentence or two outlining a key issue that they have discovered, understood or contemplated in relation to drugs as a result of each *individual* lecture. In addition, students will also need to provide a short-sharp explanation (1 to 3 sentences) outlining a contemporary connection between the key themes of each lecture and a current issue pertaining to drugs that they have identified within the public realm (e.g. a movie, movie, documentary, personal experience, news story, YouTube video, TedTalk, blog, website, social media). As with the annotated bibliography, students will need to provide a specific bibliographic link for contemporary connection that they identify (the lecture reflection assignment will have a title page, page numbers and a reference sheet with ASA formatting). The Sociological Reflection on Course Readings is due on 5 August at 2:00pm and should be submitted (uploaded) via Canvas.

5. Public Scholarship Project: *Making Knowledge Count* (20%: Due 12 August 2020)

This assignment falls under the umbrella of public sociology and, as such, gives students an opportunity to deploy “sociological tools from their academic tool belt” in order contemplate a way to engage the public about drugs. In this project, students will be expected to develop an educational innovation for engaging the public about drugs. The purpose of the assignment is to provide information, analysis, insight and/or commentary about an issue related to drugs in contemporary society. This sociological innovation is meant to be engaging and may take on a variety of forms which could include a wide variety of realms (e.g. podcasts, poetry, art, public installations, posters, presentations, focus groups, videos, op-eds, blog posts, infographics, storytelling or case studies). This assignment is meant to create a sociologically informed tool for meaningfully engaging the public about drugs or drug related issues.

Students may choose to use their term paper topic as the foundation for this assignment. It is absolutely fine to focus on the same topic for the individual reflection, term paper and public engagement assignment. Students need to ensure that their engagement innovation explores drugs from a sociological standpoint in some way (e.g. social, socioeconomic, gender, racialization, structural, theoretical, social norms, criminalization, harm reduction, inequality, stigma, social movements, sociocultural values). Throughout the assignment, students should be able to answer the following questions: “where is the sociology?” and “what makes this sociological?”¹

6. Research Paper (30%: Due 12 August 2020)

As the final assessment of learning for the course, students will complete a 10-page (2500-word) research paper that provides a critical examination of a particular drug or drug related activity. The overall aim of the paper is to call upon the field of sociology to engage in a systematic and objective examination of a key issue relating to drugs or a drug related issue in Canada. Students are expected to explore the issues and ideas that arise from the drug or societal

¹ I am grateful to Dr. Lindsey Richardson as inspiration for this assignment. Dr. Richardson has developed a wonderfully thoughtful collaborative public engagement assignment for her course on Drugs and Society. Unfortunately, given the time-limits of the summer term, I am unable to incorporate the *collaborative* side of the assignment but am grateful for her pedagogical insight as the beginning point for the present assignment.

intervention related to drugs from a sociological perspective. In their essays, students will need to ensure that they provide a *sociological* picture of the drug or drug related issue in Canada that includes a description of overarching sociological variables (e.g. individuals/groups affected, socioeconomic issues, racialization, gender, inequality, structural variables, stigma).

After providing an overview of the area related to drugs, students are expected to undertake a more in depth sociological analysis of the topic. There are a number of sociological questions that students might use to guide their essay such as:

- What is the sociological context; what are the relationships between drugs and society in this instance?
- What makes this a sociological issue?
- How many people are affected?
- Is there a specific sociological theory and related evidence that could be employed to shed light on the issues at play?
- How is the drug understood and utilized within the particular context under examination? What sociocultural issues are at play with regard to the drug (i.e. where is the sociology)? How do implicit or explicit understandings of the drug affect individual or societal narratives and approaches to it?
- What is the sociological context; what are the relationships between drugs and society in this instance?
- How are these relationships organized in terms of institutions as systems of control?
- What are the collective ideas that influence our understanding of the drug, the people that use it or the drug related activities in question?
- What specific sociological theory and related evidence is being employed to shed light on the issues?

Students do not have to answer all the questions listed above. They are provided as examples of sociological issues that students might consider as part of your analysis in this paper. Students need to draw on peer-reviewed sociological literature (theoretical and research) in their papers. Students will need to ensure that they draw on sociological materials that range beyond the course readings. Incorporating sociological work into student papers will:

- help to elucidate the key facts related to the topic under examination (*the what*)
- bolster or strengthen key arguments
- acknowledge authorship of ideas (if the idea is not your own)
- link your ideas to wider academic discourse

Moreover, sociological work also offers theoretical explanations for the drug related issue under examination (*the why*). This portion of your paper provides you with an opportunity to demonstrate that sociology matters, that it is relevant and that it can be effective for addressing as well as understanding the relationship between drugs and society.

The number of references that a student needs depends on the argument that they present. In general, key points that a student introduces into their argument needs to be substantiated or bolstered by academic references. These references may take the form of peer-reviewed journal articles or books as well as reports written by credible sources (e.g. a research report for government, Statistics Canada). In the initial part of the essay, a student tends to establish the parameter of a sociological problem (e.g. what are we talking about, how many people are affected, what are the broad, societal, characteristics of the sociological issue). This tends to require references and, again, depends on the sociological picture that is portrayed. As the essay progresses, students need to provide some sociological analysis. This typically involves the

introduction of some theoretical constructs and analysis (e.g. this where the paper explores the “why” associated with the topic). This is where the student brings their ideas into contact with the wider academic discourse looking at their topic (e.g. they could, by way of illustration, apply an overarching theory or explore the work of academics examining the area). This requires additional references and, again, depends on the ideas, constructs or analysis that the student introduces. Finally, a student may offer some sort of investigation of possible solutions or interventions (as a public scholar) which may, also, in turn, introduce additional academic sources.

So, then, students need to make sure that there are adequate references to support their arguments and connect them to wider academic discourse. The adequate amount depends on the arguments that are introduced. For example, if a student makes a statement like: “studies show that...” and doesn’t provide a reference, I might ask: “what studies, specifically?” and this would indicate a shortfall in the area of references. They can certainly pass the paper and score in the B range by ensuring that there is a bare minimum of academic references to support their main argument but, as the paper becomes sophisticated, it will likely require more references. Each paper, then, is different. Students should not think about the “bare minimum” that is required in order to capture a particular grade but rather, should ask themselves: “how many references do I actually need to make the argument I’ve made compelling (to myself and the reader)?” This is not to say that a paper requires 50 references. There can be too many references and this is typically manifested as a paper that reads like a survey of a multitude of papers but doesn’t have a tight, focused, argument.

Final term papers are due on 12 August at 2:00pm and should be submitted (uploaded) via Canvas. Papers should not be emailed as they can be lost in junk filters. Papers should be in a 12pt traditional font such as Arial or Times New Roman with one-inch margins. The pages of your paper should be numbered in the upper right-hand corner, and the final word count should appear at either the beginning or the end of your paper.

All papers and written submissions (including written portions of group presentations) should have a “References” section that includes all the sources that have been cited in the paper. Please do not include other source materials that have not been directly referenced in the paper. With regard to reference style for the paper, students should use the American Sociological Association (ASA) style. The entire style guide is available for purchase on the ASA website. A quick overview guide is available free of charge. Please search the American Sociological Association’s “Quick Tips for ASA Style” document on the web. It is available free of charge (**all students should download this document for reference so that they can ensure that the references in their papers and written summaries are correct*). The entire style book is available in the UBC Koerner library as a non-circulating reference book (Call Number: [HM569 .A54 2014](#)).

Some referencing systems, such as the Chicago Manual of Style (CMOS) provide a choice between two different systems: notes (along with bibliography) and the author-date system. The social sciences, as a rule, tend to utilize the latter system: with the author and date in a short form within the text that is subsequently expanded within the reference section at the end of the paper. As a result, students should rely on the *author and date* method as opposed to the notes approach. The author and date method seems to help the flow of the paper and make it a little easier to follow. If students have any trouble locating a resource for the referencing style for the paper, then please don’t hesitate to contact the instructor.

Late Assignment Policy

Papers are due on **Wednesday 12 August 2020 at 2:00pm and are to be submitted via Canvas (uploaded)**. Papers submitted late will be deducted 4% per day and will not be accepted after 19 August 2020 at 2:00pm. If there is a health condition or family situation that may affect your ability to meet a deadline, please let me know in writing (email is fine), in advance if possible.

INCOMPLETE ASSIGNMENTS

All of the assignments and exams in the course must be completed in order to receive a passing grade.

GRADING

Grading will be made in accordance with the UBC grading scale as described in the UBC Academic Calendar.

PLAGIARISM

Plagiarism sometimes happens when students panic or feel overwhelmed. As your instructor, I am here to support your learning. Please contact me to discuss your situation PRIOR to reaching the point where you feel yourself in a panic situation. Students are encouraged to review the publication *Plagiarism Avoided* on the UBC Faculty of Arts website, which includes helpful examples of, and practical strategies to avoid plagiarism. Students can also examine the Guide to Academic Integrity at UBC that provides tips for avoiding plagiarism: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If the links on plagiarism do not work, then please perform an Internet search on tips to avoid plagiarism at UBC. If students have any trouble with locating the material on suggestions for avoiding plagiarism, then please don't hesitate to contact the instructor or teaching assistant.

EARLY ALERT

I understand that academic work, while important, is only a portion of a student's lifeworld. Over the course of the term, I try my best to watch for students who are experiencing challenges with regard to their academic work or overall well-being. If I am concerned about your academic work or well-being, then I will connect with you. You are always welcome to reach out to me if you feel that I can be of assistance. If I have ongoing concerns, then I may take the extra step to support your well-being by engaging with the UBC Early Alert system. The UBC Early Alert system gives faculty, staff and teaching assistants the opportunity to use a secure, confidential, online form to identify academic, economic or mental-health concerns about students more rapidly so that a response can be coordinated as necessary. Early Alert advisors review the situation and develop an action plan as required with the goal of linking students to resources such as counselling, academic advising, financial advising or supports aimed at helping them maintain their well-being, manage obstacles in their lives and work towards reaching academic and personal goals. If I feel compelled to submit an Early Alert on your behalf, please understand that I only do so because I care about your academic and psychosocial health. For more information about UBC's Early Alert system, please visit earlyalert.ubc.ca.

ACADEMIC INTEGRITY

Students must abide by the academic integrity rules of the Faculty of Arts. The overarching theme of academic integrity is that your work must be, in fact, your own work. All students assume full responsibility for the content of the academic work that they submit. Plagiarism, using notes during a test, or copying from another student will result in a failed grade for the course. The UBC library maintains an excellent web-based resource on Academic Integrity and students should review the web site: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If the links to the site do not work,

then please perform an Internet search on academic integrity at UBC. If students have any trouble with locating the material, then please don't hesitate to contact the instructor or teaching assistant.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Academic accommodations are available for students who have a documented disability. Please provide me with a letter from the Centre for Accessibility department at UBC (<https://students.ubc.ca/about-student-services/centre-for-accessibility>) that identifies the academic accommodations for which you are eligible in an academic setting. Students do not have to share information about their disability with the instructor. Disability documentation is to be provided to the department of Access & Diversity. All accommodations must be approved through the Disability Resource Centre (Students can review the access and diversity policy on academic accommodations for students with disabilities at the Centre for Accessibility department at UBC (<https://students.ubc.ca/about-student-services/centre-for-accessibility>)).

ACADEMIC CONCESSION

In the event that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work, the university has a policy aimed at supporting students in their academic pursuits through the application of academic concessions. You may be eligible for academic concession when one or more of the conditions listed below unexpectedly hinders your ability to complete an assignment or participate in classes or an examination (i.e. Medical circumstances, Compassionate grounds, Conflicting responsibilities). Conflicting responsibilities that create grounds for academic concession are beyond the student's control and normally arise after the student has registered in courses such as:

1. being absent from campus to represent the University, British Columbia or Canada in a competition or performance
2. attending meetings required as a member of a University governance body
being called to serve in the military
3. needing to work to support oneself or one's family but only when the need changed after the student registered in the course
4. a change in the need to provide care for a dependent or family member
being required to attend a court session as a witness, jury member, or party
being required to attend a hearing on a matter of university discipline or academic standing
5. being required to report to a government office for immigration or citizenship proceedings
6. participating in a religious observance (see UBC Board Policy #65)

Conflicting responsibilities *do not* include travel or social plans that conflict with class or exam schedules unless the travel is related to another valid ground for academic concession.

Students facing circumstances that constitute grounds for concession set out in the university's academic calendar ([Read UBC's policy on academic concessions](#)) may submit a request for academic concession.

Arts Students must contact Arts Advising as soon as you are aware you may need an in-term concession.

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.

Students must contact me/your TA via email as soon as you are aware you may need an in-term concession. I/They will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising website](#). Students are responsible for submitting their requests as soon as possible. If you need immediate emotional, mental, or physical support, find a [UBC health and wellness resource](#) to help you. If you require a second concession, you must make your request to your Faculty Advising Office.

LECTURE AND READING SCHEDULE

The syllabus and lecture schedule is dynamic and, as such, it will be open to alteration depending on the flow of the course as it plays out (e.g. to respond to contemporary social issues that arise in relation to the course themes, ideas that arise from the class discussion).

WEEK ONE

6 July 2020 Lecture: *Entering the Moral Minefield: Introduction to a Sociocultural and Narrative Framework for Examining Drugs and Drug Use: What Are Drugs?*

Required Readings

Alexander BK, Beyerstein BL, Hadaway PF, Coombs RB. Effect of Early and Later Colony Housing on Oral Ingestion of Morphine in Rats. *Pharmacology, Biochemistry & Behavior* 1980; **15**: 571-6.¹

McMillen S. Rat Park Comic. 2020. <http://www.stuartmcmillen.com/comic/rat-park/>.²

Small D. Mental Illness, Addiction and the Supervised Injection Facility. *Visions: BC's Mental Health and Addictions Journal*. 2004;2(1):37-9. ³

Small D. Looking into the Cultural Mirror: Addiction, secret lives and lost personhood. *Vision Journal* 2005; **2**(5): 29-30.⁴

Learning Objectives

Students will receive an overview of the course themes, assessment and assignments. They will be introduced to the epistemological approach in the course centering attention on a sociological gaze on drugs.

Second Half of Class:

This time is reserved to get to know students and to engage in wider discussion of issues or questions that emerge in relation to the initial lecture and assessments of learning.

8 July 2020 Lecture: *Dopamine, Dope and Demons: Addiction and Aetiology*

Required Readings

Alexander BK. Addiction: a structural problem of modern global society. In: Pickard H, Ahmed SH, eds. *The Routledge Handbook of Philosophy and Science of Addiction*. London: Routledge; 2019: 501-10.⁵

Hart CL. Viewing addiction as a brain disease promotes social injustice. *Nature Human Behaviour* 2017; (February): 1.⁶

Volkow ND, Koob GF, McLellan AT. Neurobiologic Advances from the Brain Disease Model of Addiction. *New England Journal of Medicine* 2016; **374**(4): 363-71.⁷

Learning Objectives

By the of this session, students should have a critical understanding of the neurological and psychological perspectives on drugs.

Second Half of Class:

Hart, Carl. 2019. "Lecture: Drug use for grown ups". Peter Wall Institute for Advanced Studies. (84 minutes) *Watching of this lecture is required as part of the course content. The film will be included as an entry for student's annotated bibliography. Students who are unable to attend class will need to watch the lecture online:*

https://www.youtube.com/watch?time_continue=601&v=SC-YruN20M&feature=emb_logo.

If the link is no longer active, students should search online (e.g. the UBC library) for the lecture using the title of the presentation.

WEEK TWO**13 July 2020 Lecture: Sociological Theories of Drug Use****Required Readings**

Lindesmith AR. A Sociological Theory of Drug Addiction. *American Journal of Sociology* 1938; 43(4): 593-613.⁸

Merton RK. Social Structure and Anomie. *American Sociological Review* 1938; 3(5): 672-82.⁹

Learning Objectives

By the end of this session, students should be familiar with sociological approaches to drugs as they pertain to drive social policy, interventions and public understanding.

Second Half of Class:

Documentary Film: The House I Live in. Director: Eugene Jarecki (2013, 108 minutes). Watching of the film is required as part of the course content. The film will be included as an entry for student's annotated bibliography. Students who are unable to attend class to watch the documentary are able to rent it online (it is also available in a DVD format at the UBC library).

15 July 2020 Lecture: Sociological Exploration of Illicit Drug Use in Relation to Harm Reduction: The Intersection of Population Health and Society**Required Readings**

Akins S, Mosher CJ. Drug Use as Deviance. In: Akins S, ed. *The Handbook on Deviance*: John Wiley and Sons, Inc; 2015: 349-68.¹⁰

Optional Readings

Small D. Creating Zones of Acceptance: Fitting Services to People rather than People to Services. In: Alexander B, Murphy EE, Silveira aP, eds. *Criminalização ou Acolhimento?* Porto Alegre, Brazil: Editora Redeunida; 2018: 429-68.¹¹ (available at:

<http://historico.redeunida.org.br/editora/biblioteca-digital/colecao-micropolitica-do-trabalho-e-o-cuidado-em-saude/criminalizacao-ou-acolhimento-pdf/view>)

Learning Objectives

The lecture will continue to unveil the idea that common sense notions about drugs are themselves narrative constructions, comprised of implicit and explicit values, rather than naturalized facts. Students should gain a sense that drug use in various forms is, in actuality, a statistically prevalent, rather than deviant, behaviour. At the end of this session, students should have a sense of how socio-cultural analysis can be used to

uncover the implicit and explicit values at the heart of the narrative ordering of harm reduction and population health initiatives.

Second Half of Class:

Completion of Discussion of Documentary Film: The House I Live in. Director: Eugene Jarecki (2013, 108 minutes). Class discussion regarding impressions of the film.

WEEK THREE

20 July 2020 Lecture: *Sociocultural Approaches to the Study of Drugs in relation to Homelessness, Housing and Stigmatized Communities*

Required Readings

Room R. Stigma, social inequality and alcohol and drug use. *Drug and Alcohol Review*, 2005; **24**(143-155).¹²

Robertson L. Taming Space: Drug use, HIV, and homemaking in Downtown Eastside Vancouver. *Gender, Place and Culture* 2007; **14**(5): 527-49.

Optional Reading

Gurstein P, Small D. From Housing to Home: Reflexive Management for those Deemed Hard to House. *Housing Studies* 2005; **20**(5): 717-35.¹³

Learning Objectives

Students will learn about the way qualitative research (including participant observation, open-ended interview techniques and ethnography) can be utilized to examine and analyze notions of home, homelessness and drug use.

Second Half of Class:

Documentary Film: Lambert, Olly. 2008. "Ben: Diary of a Heroin Addict." Gecko Productions/Junction 15. (50 minutes). *Watching of this documentary is required as part of the course content. The film will be included as an entry for student's annotated bibliography. Students who are unable to attend class will need to watch the film online (<http://www.ollylambert.com/ben>). If the link is no longer active, students should search online for the documentary using the title of the film.*

22 July 2020 Lecture: *The Socioeconomics of Drug Use: Poverty and Precarious Employment: (Sociology and Social Enterprise: East Van Roasters Chocolate Shop for Women in Recovery)*

Required Readings

Bourgeois P, Schonberg J. Intimate apartheid: Ethnic dimensions of habitus among homeless heroin injectors. *Ethnography* 2007; **8**(1): 7-31.¹⁴

Richardson L, Sherman S, Kerr T. Employment among people who use drugs: A new arena for research and intervention? *International Journal of Drug Policy* 2012; **23**(1): 3-5.¹⁵

Optional Readings

Small D, Bolton S, Zwaryck S, Turone D, Hanuse B. From Bean to Bar: Cultural Esteem and Healing Through Chocolate. *Practicing Anthropology* 2019; **41**(2): 40-6.¹⁶

Learning Objectives

This segment of the course is aimed at providing students with a window into the social construction of drugs and employment in relation to personhood or membership in the human family.

Second Half of Class:

Discussion of the documentary Film: Lambert, Olly. 2008. "Ben: Diary of a Heroin Addict." Gecko Productions/Junction 15. (50 minutes).

WEEK FOUR

27 July 2020 Lecture: *Structural Impact of Societal Approaches to Drug Use: The War on Drugs, Racialization and Mass Incarceration*

Required Readings

Drucker E. Population impact of mass incarceration under New York's Rockefeller drug laws: an analysis of years of life lost. *Journal of Urban Health*; **79**(3): 434-5.¹⁷

Marshall SG. Canadian Drug Policy and the Reproduction of Indigenous Inequities. *The International Indigenous Policy Journal*, 2015; **6**(1): 1-11.¹⁸

Learning Objectives

This session is intended to introduce students to the busy intersection of racialization, inequality and drugs.

Second Half of Class

Film: Booth, Kevin. 2007. "American Drug War: The Last White Hope." Passion River. (118 minutes). *Watching of this film is required as part of the course content. The film will be included as an entry for student's annotated bibliography. Students who are unable to attend class are able to rent the film online.*

29 July 2020 Lecture: *Medical Narratives: The Social Construction of Drugs as a Medical Object: Addiction Medicine and Pharmaceutically Assisted Therapy*

Required Readings

Conrad P, Schneider JW. Opiate Addiction: the Fall and Rise of Medical Involvement. In: Conrad P, ed. Deviance and medicalization: from badness to sickness: ¹⁹

Strang J, Groshkova T, Uchtenhagen A, et al. Heroin on trial: systematic review and meta-analysis of randomised trials fro diamorphine-prescribing as treatment for refractor heroin addiction. *The British Journal of Psychiatry* 2015; **207**: 5-14.²⁰

Optional Reading

Small D, Drucker E. Policy makers ignoring science and scientists ignoring policy: the medical ethical challenges of heroin treatment. *Harm Reduction Journal* 2006; **3**(16): 1-14.²¹ [*Optional readings are voluntary. Students do not need to include them on their annotated bibliography].

Learning Objectives

In this section of the course, students will explore the impact of medicalization on drugs, drug users and society. By the end of this session, students will gain an understanding of

the sociological underpinnings of addiction medicine. They should also have a sense of the value of a sociological framework in accounting for dramatic inter-jurisdictional differences in approaches to contemporary social problems (e.g. pharmaceutically assisted therapy for addiction will serve as a sociological case study for the week).

Second Half of Class

Discussion of the film: Booth, Kevin. 2007. "American Drug War: The Last White Hope." Passion River. (118 minutes).

WEEK FIVE

3 August 2020 Lecture: BC Day (No Class Today)

5 August 2020: Lecture: *Sociological Analysis of North America's only Supervised Injection Facility: Social Movements and Public Scholarship*

Required Readings

Ross Haenfler. Rethinking Subcultural Resistance: Core Values of the Straight Edge Movement. *Journal of Contemporary Ethnography* 2004; **33**(4): 406 - 36.²²

Small D, Palepu A, Tyndall M. The establishment of North America's first state sanctioned supervised injection facility: A case study in culture change. *International Journal of Drug Policy*. 2006;17:73-82.

Learning Objectives:

By the end of this lecture, students should understand that the establishment of supervised injection in Canada was as much a cultural as scientific or medical intervention. Likewise, they should have a sense that contemporary social problems are more than merely scientific, technical or medical. Students should have a firm understanding of the utility of a socio-cultural framework and action plan.

Second Half of Class

Discussion of Film: Wild, Nettie. 2007. "Bevel Up - Drugs, Users and Outreach Nursing." National Film Board. (46 minutes).

WEEK SIX

10 August 2020 Lecture: *Enforcement and Harm Reduction: Sociological Examination of the Transformation of the Role of Police Personnel from Protectors of Public Safety to Protectors of Public Health)*

Required Reading

Aitken C, Moore D, Higgs P, Kelsall J, Kerger M. The impact of a police crackdown on a street drug scene: evidence from the street. *International Journal of Drug Policy* 2002; **13**: 193-202.²³

DeBeck K, Wood E, Zhang R, Tyndall M, Montaner J, Kerr T. Police and public health partnerships: Evidence from the evaluation of Vancouver's supervised injection facility. *Substance Abuse Treatment, Prevention and Policy* 2008; **3**(11): 1-5.²⁴

Optional Reading

Small D. Two cultures passing in the night. *International Journal of Drug Policy* 2005; **16**: 221-2.²⁵

Second Half of Class

Wild, Nettie. 2007. "Bevel Up - Drugs, Users and Outreach Nursing." National Film Board. (46 minutes). *Watching of this film is required as part of the course content. The film will be included as an entry for student's annotated bibliography. Students who are unable to attend class are able to watch the film online for free through the National Film Board or UBC library.*

12 August 2020 Lecture: *Fentanyl: Tragedy, Moral panic and Socio-political Failure. Overview of Key Themes in the Socio-Cultural Analysis of Drugs: Application and Anthropology*

Required Readings

Small D. Canada's highest court unchains injection drug users; implications for harm reduction as standard of healthcare. *Harm Reduction Journal*. 2012; **9**(34): 1-11.²⁶ (Downloadable: <http://www.harmreductionjournal.com/content/9/1/34>).

Small D. Structural violence and Canada's overdose catastrophe: time for a Royal Commission. CMAJ Blogs. Canada: Canadian Medical Association Journal; 2019.²⁷ (url: <http://cmajblogs.com/structural-violence-and-canadas-overdose-catastrophe-time-for-a-royal-commission/>) [if this link becomes inactive, please search for the blog entry using the title of the article].

Optional Readings

Small D. Cultural Alchemy and Supervised Injection: Anthropological Activism and Application. *Practicing Anthropology* 2016; **39**(2): 26-31.²⁸

Learning Objectives

By the end of this lecture, students should be able to provide a critical sociological analysis of Canada's *second* opioid overdose epidemic. Moreover, students should have a solid understanding of the explanatory potential of the sociological notion of structural violence and the savage scope of its power relative to interpersonal violence. Students should also be familiar with the key themes of the course and possess a firm understanding of a socio-cultural approach to understanding drugs.

Second Half of Class

Wider discussion with the class regarding potential applications of sociology. Where do we go from here? What can a student do with sociology? What sociological adventures are possible?