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| : **Florida Atlantic University****Department of History****Term:** **History of U.S. Drug and Alcohol Use** **amh 4345****Tuesday and Thursday 11:00 am – 12:20 pm** **arts and letters room 344****3 credit hours** |
| **Professor Miriam Sanua Dalin** **Office: Arts and Letters Room 154** **Tel: 561-297-1103****email:** **MSDalin@fau.edu****office hours: Tues/Thurs 12:30-2:00 pm and by appointment** |
| course description and objectives:The United States is a place with a long tradition of drinking and drug use. Coffee (caffeine) tobacco, and alcohol (especially rum) played a key role in commerce and the development of both America and the western world in general. Early American settlers were, by today’s standards, astonishingly heavy drinkers. In the 19th century they eagerly acquainted themselves with opiates through physician prescribing and popular “patent” medicines which were sold freely over-the-counter and through the mails; many contained large amounts of alcohol, opium, cocaine, or other psychoactive substances with no regulation at all. Addiction to drugs was a problem even before the 20th century began. In time, movements arose to regulate or prohibit some drugs, but not others. What was legal and what was not was always affected by social, economic, political, and religious factors and the difference between “use” and “abuse” was often in the eye of the beholder. Two high points in U.S. history in the attempt to regulate drugs were national Prohibition (1919-1933) an unsuccessful attempt to ban all alcoholic beverages in the country; and the “War on Drugs,” a phrase first used by President Richard Nixon in 1971 when he called drugs “Public Enemy Number One” in the United States. To some extent the “War” is still going on today, but in heated debates public opinion has been turning to the idea that the U.S. has effectively “lost” that war and also that drugs and especially addiction should be treated more as a medical or public health concern than a problem for law enforcement and that the development of new public policies are in order. In this course we will follow patterns of use of both alcohol and drugs from the 19th through the 21st century and the problems and issues they have raised. Course objective--students will gain an understanding of the following issues and their impact on society today: the origins of the Temperance movement; the role of women in promoting it; the role of tobacco in the economic growth of the U.S.; revolutions in medicine and pharmacology that have made different drugs available; changing ideas about alcoholism and/or drug addiction and how to treat it; the “War on Drugs” and its effect on our foreign policy; the phenomenon of mass incarceration and the charge that the U.S. criminal justice system operates as the “New Jim Crow” against African-American citizens; the role of “Big Tobacco” and how it has dealt with litigation against it; debates over legalization or decriminalization; is drug addiction a medical or a law enforcement problem; the rise and effectiveness of “drug courts”; and the widespread use and misuse today of prescription medications, especially pain-relievers and stimulants, among Americans of all ages and concerns over what has been termed the current “opioid epidemic.”  |
| required books- for each, provide name of author, complete title, publisher and isbn**James Inciardi and Karen McElrath, eds. *The American Drug Scene: Readings in a Global Context (7th edition)* Oxford University Press, 2015. ISBN 978-0-19-936208-0****David T. Courtwright. *Forces of Habit: Drugs and the Making of the Modern World.* Cambridge: Harvard University Press, 2001. ISBN 0-674-01003-5****H. Wayne Morgan. *Drugs in America: A Social History, 1800-1980. Syracuse: Syracuse University Press, 1981.* ISBN 0-8156-2282-1****Edward Behr. *Prohibition: Thirteen Years That Changed America.* New York: Arcade Press, 2011. ISBN 978-1-61145-009-5** |
| course requirements and due dates of papers and exams**Course Requirements**Regular attendance; one short paper, about 6 pages due Tues. Jan. 31, giving your opinion on this question: Why do you think tobacco smoking and drinking alcohol still legal in the United States while other drugs are not?; a midterm take-home exam and a final take-home exam consisting of identifications, short answers and a choice of essays; and one longer research paper (10-12 pages) on any of the controversies or issues surrounding drug or alcohol use in the United States (Students will receive a list of suggested topics). **Important Dates:**Tues. Jan. 31 - First short paper due: “Why do you think tobacco smoking and drinking are legal in the U.S. while other drugs are not?”Thurs. Feb. 16 Take-home Midterm exam will be mailed to you and posted on Canvas. It is due back in class on Tues. Feb. 21Tuesday Feb. 21 Midterms due back in class or in box outside my office Tues. April 4 Research Papers due Tues. April 11, Tues. April 18 – classes canceled due to Jewish holiday; will receive make-up lecture notes Thurs. April 20 Final take-home exam will be posted and mailed to you. It is due back on Thursday April 27 in class (or in box outside my office) Thurs. April 27 Finals due in class.  |
| grade breakdown Grades will be based 40% on the papers and 30% each on the midterm and final. ATTENDANCE POLICY: ATTENDANCE WILL BE TAKEN AT EACH CLASS. STUDENTS WITH EXCELLENT ATTENDANCE MAY RECEIVE UP TO ONE-HALF GRADE UP IN THEIR FINAL CLASS GRADE. STUDENTS WITH POOR ATTENDANCE (MORE THAN 4 ABSENCES) WILL BE TAKEN DOWN ONE FULL GRADE IN THE FINAL CALCULATION.  |
| *GRADING SCALE*A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73- 76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F 59 and below |
| **Attendance Policy**: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence. **Late work and absences**: Papers turned in late will be penalized. Students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities; students may make up missed work without any reduction in the student’s final course grade. Reasonable accommodation will be made for students participating in a religious observance. **Grades of Incomplete** (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances (documented illness, death or severe illness in the family, unexpected hospitalization, or severe family crisis).**Students with disabilities**: In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. **Code of Academic Integrity policy** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001.](http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf)schedule of class meetings (Jan. 10-19) What is a drug? The “big three” – caffeine, alcohol, and tobacco; the “little three” – opium, cannabis, and coca. The Ancient use of alcohol and drugs going back thousands of years; use in early Chinese, Hindu, Mesopotamian, Mediterranean, and Egyptian civilizations; use of wine and beer as substitute for contaminated water; the invention of distilling. In the early modern era, drugs are a major part of world-wide commerce beginning with Columbus; role of tobacco in American development; drinking patterns during the Colonial Era; the “Whiskey Rebellion.” *Readings: Forces of Habit, 1-43, 91-111, 152-165; The American Drug Scene, Part I, “Historical Perspectives and Images of Drug Use and Addiction” and “The Evolution of Drug Taking and Drug Seeking in America” please read introduction and pages 1-24*(Jan. 24-26) Different kinds of drugs and how they are taken; availability and world-wide distribution in contemporary times; conflicts and controversies. *Reading: The American Drug Scene, introduction to Part III, “The Onset of Drug Use” and “Why People Take Drugs” 69-80 and “Everybody’s Doing It: Initiation to Prescription Drug Misuse” 89-104* (Jan. 31-Feb. 7) US Drug Use in the 19th century, which was totally unregulated; the popularity of “patent medicines”; indiscriminate use of opium and morphine injections; gradual discovery of new “miracle drugs” that began as medicine and spread to popular non-medical use; “patent medicines” and the “medicine man” sold in stores and through the mail; growth of the pharmaceutical industry; first concerns about addiction and need for regulation; early recognition of alcoholism and ways of treating it; the “Keeley Cure;” Effect of “Opium Wars” between British and Chinese; world conventions on control of opium, joined by the U.S.; the origins of the temperance movement and the first Pure Food and Drug Act of 1906. **FIRST SHORT PAPER DUE TUES JAN. 31 IN CLASS** *Readings: Drugs in America, 1-117; Forces of Habit, 135-15; The American Drug Scene, “The Hidden Epidemic: Opiate Addiction and Cocaine Use in the South, 1860-1920,” 24-36*(Feb. 9-14)The Harrison Act of 1914, first bans on distribution of drugs, the question of “maintenance” and criminalization of addicts, effects on physicians, closing down of clinics; in 1925 U.S. prohibits cannabis (marijuana); its association with Mexican laborers; 1937 Marijuana Tax Act criminalizes it; anti-marijuana propaganda (ex. Film “Reefer Madness”) the career of Narcotics Commissioner Harry Anslinger. *Readings: Forces of Habit Chapter 9, 166-207; Drugs in America, Chapter 7, 118-148; the American Drug Scene, Part II, “Moral Panics and the Social Construction of Drug Use” 43-45 and “Marijuana: Assassin of Youth” (1937) 36-42*(Feb. 16) The origins of national prohibition of alcohol 1919-1933; the role of women in the temperance movement; fear of urbanization, rural vs. city life, impact of industrialization, change in Christian ethics regarding drinking alcoholic beverages among some denominations. *Readings: Forces of Habit, 166-182; “Prohibition: Thirteen Years that Changed America,” 1-89*(Feb. 21) the impossibility of enforcing the law; the creation of “bootleggers” and “speakeasies” and organized crime in response; calls for repeal of Prohibition; FDR runs for president on repeal platform. **Midterm posted on Thurs. Feb. 16 and due back in class Thurs. Feb. 21. Exam will cover material in reading below:***Readings: Prohibition, 91-243***SPRING BREAK: NO CLASSES TUES. MARCH 7 OR THURS. MARCH 9**(Feb. 23, 28) 1940s and 1950s: alcohol is legal and becomes “domesticated” but illegal drugs and addiction are more criminalized than ever before; Boggs Act of 1951 and Daniel Act of 1956 increase sentences for drug offenses; association of users as coming from lower or marginalized classes; the “gateway” theory of marijuana use; the triumph of the American cigarette and how the tobacco industry dealt (and continues to deal) with the link between smoking and early death from lung cancer, emphysema, and other illnesses. *Readings: Forces of Habit, Chapter 6 112-132*(March 2, 14) The 1960s – the rise of the counterculture in the United States and the central place of drugs within it; the origins of the “hippy” culture centered in San Francisco; drug use spreads to white, middle and upper-middle class affluent college students; extensive drug use by soldiers during Vietnam War; first appearance of methadone clinics to treat heroin addicts; “apostles” of “psychedelic” drugs such as Timothy Leary and others; passage by Congress in 1970 of the Controlled Substances Act; first restrictions on labeling and advertising of tobacco. *Readings: Drugs in America, 149-167*(March 16) June 17, 1971 – President Richard Nixon in famous speech declares “War on Drugs” naming drugs “public enemy number one;” creation of new federal agencies to fight it; calls to legalize small amounts of marijuana go unheeded; various methods the federal government has used in the “War on Drugs” including cooperation and military assistance to other countries; still there is no appreciable impact; illegal drugs are still widely available and use among Americans peaks in 1979; stereotypes of drug users. (March 21) 1980s – Drug policy under Presidents Ronald Reagan and Bill Clinton; 1986 and 1988 laws for mandatory sentencing and 100 to 1 ratio for possession of crack-cocaine vs. cocaine powder; Nancy Reagan and the “Just Say No” campaign; creation of MADD (Mothers Against Drunk Driving); lowering of legal age to drink alcohol to 18 and then back up to 21 again; effect on college student drinking patterns.  (March 23-28) 1990s and 2000s – studies, investigations, and calls for reform in US Drug policy; recognition of racial disparities in arrests and sentencing; mass incarceration of Americans and charges of jail and status of felons being the “New Jim Crow” for African-American men; 2009 President Barack Obama says his administration will no longer use the term ‘War on Drugs” and devotes more funds to prevention and treatment; 2010 he signs, with bipartisan support, the Fair Sentencing Act; 2012 and 2014 Colorado, Washington State, Alaska and Oregon pass laws to legalize consumption of marijuana; other countries including Uruguay consider doing so; is the “War on Drugs” over and if so, what do we do next? *Readings: The American Drug Scene, introduction to Part V, “Power, Privilege and Drug Use: Race, Ethnicity, Social Class, Gender, and Sexual Identity” 127; “Hard Drugs and Soft Drugs: Managing Trouble and Crack Use on a College Campus,” 132-149; “Adderall Use on College Campuses,” 196-209; Introduction to Part XII, “Drugs, Street Crime, and Criminal Justice” 417; “Breakthrough in US Sentencing Reform: The Fair Sentencing Act and the Unfinished Reform Agenda,” 443-452; “The New Jim Crow,” 453-468*(March 30) Contemporary issues: What we now know about addiction and various models to treat it; the rise of the rehabilitation industry; total abstinence vs. harm reduction; the popularity and controversy of twelve-step programs. *Readings: The American Drug Scene, Part X: Drug Prevention and Treatment 333-390; Part XI, “Harm Reduction,” 391-416*(April 4-6) The great debate over legalization of drugs; arguments for and against; drug sales with virtual currency on the Internet; are the new “Drug Courts” the answer? *Readings: Forces of Habit, 135-210; introduction to Part VIII, “Drug Markets,” 263; “The Emerging “Legal High Scene,” 279-290; “Drug Courts are Not the Answer: Toward a Health-Centered Approach to Drug Use,” 468-496***Research Papers due Tues. April 4 in class** **April 7 last day to drop or withdraw from class without receiving an “F”****NO CLASS TUES. APRIL 11 OR TUES. APRIL 18 due to Jewish holiday; will receive make-up lecture notes** (April 13) New drugs; the rise in misuse of prescription drugs, especially opioids and stimulants among students; a comeback for heroin; the impact of “crystal meth” in rural America; public health problem of veterans returning from combat prescribed pain pills for their injuries and sedatives for PTSD (Post-Traumatic Stress Disorder) and the dangers of misuse and addiction; alternative treatments; current laws on distribution of opiate and opioid drugs; alcohol use on campus; binge drinking and “pre-gaming.” *Readings: The American Drug Scene, introduction to Part IV, “Stages of Drug Use,” 105; “Cannabis as a Substitute for Alcohol and Other Drugs,” 108-112; “An Exploration Among Suburban Users of Methamphetamine,” 113-125; “Our Drugs are Better Than Yours: Schools and Their Hypocrisy Regarding Drug Use,” 319-332* (April 20) How drugs affect our international relations, border security concerns, immigration policies, and civil liberties; should mandatory drug testing be allowed? Does it help or hurt the school and/or workplace? Problems with limitations and false positives and negatives in contemporary drug tests. **Final take-home exam posted; due back in class Thurs. April 27.** *Readings: The American Drug Scene, introduction to Part IX. “Social Control and Surveillance,” p. 307; “Drug Testing Promotes Workplace Safety,” 310-313; “Drug Testing in the Workplace,” 314-318; “Rethinking US Drug Policy,” 523-531*April 27 – Final class meeting. **Final exams due in class**  |

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