

San Jose State University, Fall Semester 2006

Professor: John Moss  
Office Hours: 7:45 – 8:45am or by appointment  
Office Location: To be announced  
Time/Location of class: T, Th – 9:00-10:15a / MH523  
Office Phone: To be announced  
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## Justice Studies 122

### Drugs and Society

*"Forbede us thyng, and that desiren we." -- Chaucer*

*"It is dangerous to be right when the government is wrong." -- Voltaire*

*"If people let government decide what foods they eat and what medicines they take, their bodies will soon be in as sorry a state as are the souls of those who live under tyranny. ... A society that will trade a little liberty for a little order will lose both, and deserve neither." -- Thomas Jefferson*

*"Exactly in the ratio as {the mill hands} worked long and monotonously, the craving grew within them for some physical relief." – Charles Dickens, Hard Times*

*"He had discovered a great law of human action, without knowing it - namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to obtain." --Mark Twain, Tom Sawyer*

*"Most men and women lead lives at the worst so painful, at the best so monotonous, poor and limited that the urge to escape, the longing to transcend themselves if only for a few moments, is and always has been one of the principal appetites of the soul." -- Aldous Huxley*

*"As nightfall does not come at once, neither does oppression. In both instances, there is a twilight when everything remains seemingly unchanged. And it is in such twilight that we all must be most aware of the change in the air -- however slight -- lest we become unwitting victims of the darkness."  
-- Supreme Court Justice William O. Douglas*

**Course Description:** The ingestion of chemicals for purposes of altering consciousness has been practiced in virtually all human cultures and in all epochs of history. Sometimes this has resulted in problems, sometimes not, depending on how a society defines and deals with drug use and on how well it takes care of its citizens.

We will examine the physiological effects of psychoactive drugs; the history of legal and illegal drug use; causes and rates of use and addiction; drugs in the media; drug related crime and violence; criminalization and decriminalization, legalization, harm reduction; drug courts; drug treatment.

**Prerequisites:** You must have upper division standing to be enrolled in this course.

### **Course Objectives:**

- to explore the social, cultural, political and economic processes that shape our understanding of and policies toward drugs.
- to provide an historical and theoretical grasp of the social causes and consequences of the use and abuse of consciousness-altering substances.
- to stimulate critical thinking about policies that can reduce the harms associated with drug use -- and those associated with drug policy.

### **Required Reading**

Required texts, bluebooks and writing materials are available at the Spartan bookstore.

- Erich Goode. (2006). *Drugs in American Society, Sixth Edition*. New York, NY: McGraw-Hill.
- King, Peadar. (2003). *The Politics of Drugs: from Production to Consumption*. Dublin, Ireland: The Liffey Press.

### **Course Expectations and Requirements**

(This outline/schedule is tentative. Please know that if I give you reasonable notice I can alter this schedule in order to better suit our needs.)

**Contacting Me:** The best way to contact me is in person during office hours or after class. The best way to leave a message or ask me a short question is by email. However, email is not a good way for me to communicate complicated ideas. Try to speak to me in person if you have a question that requires more than a one sentence response.

**Readings:** It is expected that you will have finished the readings assigned by the date listed in the syllabus. I encourage you to read the text carefully. Make certain that you understand each paragraph before moving onto the next one. Sometimes, writing a short summary of the main ideas in the margin next to each paragraph can help keep you on the right track. I also recommend that you engage the material by underlining ideas you consider important and by writing down your reactions to the readings in the margins next to the text. This can be about ideas you agree or disagree with, or the feelings that the readings evoke in you. Reading in this way will help you engage actively with the texts and will also be useful when it comes time to write up your journal papers, do your presentation and when you discuss the readings in class.

**Quizzes/In-class Writing Assignments:** To encourage you to keep up with the reading and be engaged with the course material, you will be required to take in-class quizzes and complete in-class writing assignments at various points during the semester. The quizzes will be closed-book, closed-note and the in-class writing assignments will be open-book, open-note. There will be no review for quizzes and in-class writing. The questions asked in quizzes will be straightforward and are designed to help you keep up with the reading material and class discussions. The in-class writing will ask for your opinion about an

issue or topic discussed in class, but will also expect you to link your opinion to the course material. **15%**

**Class Presentation:**

You will be required to present a selection from the syllabus to the class and provide a set of questions for class discussion that addresses an issue from the reading. You will be required to submit this presentation and the questions you will ask in to me in written format at the conclusion of your presentation. These presentations do not have to be an exhaustive summary. Rather, you should cover what you see as the main points of the author and what you see as the main contribution(s) the author makes. I encourage you critically engage with the reading by addressing what you see as the strengths and problems with the author's argument. End your oral presentation with a question or set of questions that you think would be appropriate for discussion. This could be about any concept or argument that was unclear, a point you consider interesting or something about the reading that you think deserves our attention as a class. I encourage you to write your presentation down in outline form to help guide you as you address the class. Your presentation will be evaluated based on how well you are able to clearly articulate your ideas and engage the attention of the class. Make every effort to speak clearly, concisely and to maintain eye contact with your audience. I would recommend practicing at home before making your presentation in front of the class. The oral part of your presentation should be approximately five to ten minutes and will be followed by a period of discussion (see below).

**10%**

**Discussion Participation:**

Small and large group discussions comprise an essential part of this course. The success of these discussions depends on all of us, including you. Your regular attendance and engagement with the class materials is essential. I do not expect you to always agree with the readings, with me or with each other. However, I do expect you to be courteous and respectful of one another. Please respect other people's opinions and do not yell at, personally attack nor insult one another. In addition, try not to take offense if someone else disagrees with you. Remember that we are talking about ideas and try not to take any disagreements personally. Come to class prepared to listen to each other's ideas as well as comment on them and the ideas in the text and lectures.

**10%**

**Midterm:** There will be one midterm on Week 8 (please see syllabus). This midterm will ask you to explain or define key concepts from the readings and the lectures. Please note that there will be no make ups for this midterm unless you are experiencing a genuine emergency or unless you are too ill to take the midterm. In either case, you will need to provide me with documented evidence of your situation to take a make-up midterm

- Midterm

**20%**

**In-Class Final Exam:** You will have one in-class cumulative final exam. This exam will be based on the class materials and will ask you to define key concepts we have covered over the course of Fall Semester. In addition, I will ask you to complete some short writing assignments in which you will apply what you have learned in class to a specific case. Please note that there will be no make ups for this final exam unless you are experiencing a genuine emergency, are too ill to take the midterm or have another final exam scheduled within twenty four (24) hours of the final exam schedule for JS 122. In any case, you will need to provide me with documented evidence of your situation to be able a make-up the final exam.

- Final Exam held on Wednesday, December 13<sup>th</sup> 7:15-9:30am      **30%**

**Please Note that it is your responsibility to be aware of the following policies of San Jose State University:**

### **Course Add/Drop**

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. *It is the student's responsibility to make sure classes are dropped.* You, the student, are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

### **Academic Integrity Statement**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please see me and/or visit: <http://tutorials.sjlibrary.org/plagiarism/index.htm>

### **American with Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

### **Course Outline, Reading Assignments, and Exams**

#### **Week 1 Course Introduction**

- August 24<sup>th</sup> Readings: None

#### **Week 2 Perspectives and Social Theories about Drugs**

- Aug 29<sup>th</sup> - Erich Goode – *Chapter 1, Drugs: A Sociological Perspective* – pp 3-23
- Aug 31<sup>st</sup> - Erich Goode – *Chapter 3, Theories of Drug Use* – pp 55-78

#### **Week 3 Perspectives and Theories (Continued)**

- Sept 5<sup>th</sup> - Erich Goode – *Chapter 2, Drugs: A Pharmacological Perspective* – pp. 28- 45
- Sept 7<sup>th</sup> - Erich Goode – *Chapter 6, Methods of Research* – pp 143-160

#### **Week 4 Perspectives (Continued) and Histories of Drugs**

- Sept 12<sup>th</sup> - Peadar King - *Chapter 1: A Drug Saturated World* – pp 1-12
- Sept 14<sup>th</sup> - Peadar King – *Chapter 2: The War on Drugs* – pp 13-47

#### **Week 5 Histories of Drugs (Continued)**

- Sept 19<sup>th</sup> Erich Goode – *Chapter 4: The Historical Context* – pp. 85-112
- Sept 21<sup>st</sup> Erich Goode – *Chapter 7: Historical Trends* pp. 164 – 196

#### **Week 6 Drug Myths**

- Sept 26<sup>th</sup> Erich Goode – *Chapter 5: Drugs in the News* – pp.116-138
- Sept 28<sup>th</sup> Peadar King – *Chapter 3: Drug Users: Perceptions and Reality* – pp. 79-100

#### **Week 7 Drug Myths (continued)**

- Oct. 3<sup>rd</sup> Peadar King – *Chapter 3: Drug Users: Perceptions and Reality* – pp. 101-121
- Oct. 5<sup>th</sup> Peadar King – *Chapter 5: The Politics of Drugs* - pp. 163-174

**Week 8 Midterm Review and Exam**

- Oct. 10<sup>th</sup> Activity: Review for midterm – please bring questions
- Oct. 12<sup>th</sup> Please bring two bluebooks a pen

**Week 10 Drugs and Crime**

- Oct. 24<sup>th</sup> – Erich Goode – *Chapter 12 Drugs and Crime* – p330-346
- Oct. 26<sup>th</sup> – Erich Goode – *Chapter 13 The Illicit Drug Industry* – pp 351 – 377

**Week 11 Illicit Drugs I**

- Oct. 31<sup>st</sup> – Erich Goode - *Chapter 9: Marijuana, LSD and Club Drugs* – pp. 232 – 246
- Nov. 2<sup>nd</sup> – Erich Goode - *Chapter 9: Marijuana, LSD and Club Drugs* – pp. 247- 269

**Week 12 Illicit Drugs II**

- Nov. 7<sup>th</sup> – Erich Goode – *Chapter 10: Stimulants* pp. 273-296
- Nov. 9<sup>th</sup> – Erich Goode – *Chapter 11: Heroin and the Narcotics* pp.301-321

**Week 13 Legal Drugs**

- Nov. 14<sup>th</sup> – Erich Goode – *Chapter 8: Legal Drugs*– pp 201 – 212
- Nov. 16<sup>th</sup> – Erich Goode - *Chapter 8: Legal Drugs* – pp 213- 229

**Week 14 United States Policies**

- Nov. 21<sup>st</sup> – Erich Goode – *Chapter 14: Law Enforcement* - pp. 383-408
- Nov. 23<sup>rd</sup> –Thanksgiving Holiday

**Week 15 Policies and Alternatives I**

- Nov. 28<sup>th</sup> –Peadar King – *Chapter 2: The War on Drugs* – pp 47-58, 72-78
- Nov. 30<sup>th</sup> – Erich Goode *Chapter 15: Legalization, Decriminalization and Harm Reduction* – pp. 415-442

**Week 16 Alternatives II**

- Dec. 5<sup>th</sup> – Peadar King *Chapter 4: Strategies and Interventions* – pp. 123-162
- Dec. 7<sup>th</sup> – Peadar King *Chapter 5: The Politics of Drugs* pp 175 – 183

**The Final Exam**

Will be held on **Wednesday, December 13<sup>th</sup> from 7:15-9:30**. Please bring 2 blue books and pens.