ANTHROPOLOGY OF DRUGS AND ADDICTION

ANT4481

Fall 2018

Department of Anthropology, College of Sciences

Instructor Information

- Instructor: Suzanne C. Draper
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- Office Hours: Monday and Wednesday 2:30-3:30 P.M., by appointment only
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Teaching Assistants

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Course Information

- Term: Fall 2018
- Course Number & Section: ANT4481
- Course Name: Course Name
- Credit Hours: Number of Credit Hours
- Class Meeting Days: Tuesday; Thursday
- Class Meeting Time: 3:00-4:15 P.M.
- Class Location: BA2 0207
- Course Modality: P

Course Description

Philosopher Avital Ronell rightly wrote, “There is no culture without a drug culture”. Indeed, drugs have been a constant and often controversial component of human history. They play a powerful role in political debates and economic transactions. They are central to various health interventions and projects. They serve as both a facilitator

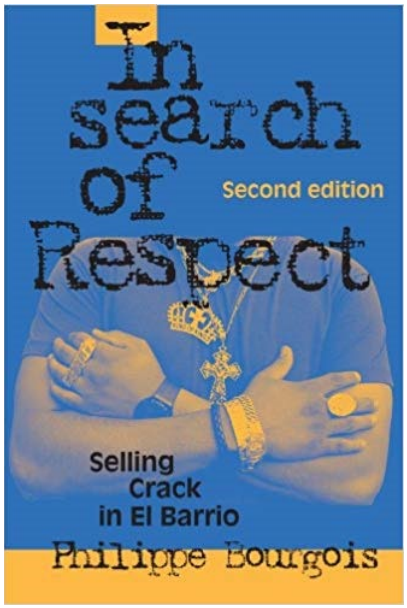
and a subject of informal interactions and conversations. Drugs are, undoubtedly, an important part of our collective and daily lives.

Anthropologists have studied drugs for decades, focusing heavily on the phenomena of drug use and addiction. This course explores this scholarship to tracing how drugs and addiction – as topics of cultural, political, economic, and health concern – have been approached and theorized within anthropology at different historical moments both in the United States and internationally. Engaging with anthropological texts from the mid-twentieth century to the
present, this course examines the range and diversity of ethnographic research produced on these topics. We will cast a wide net and offer broad definitions of “drugs” – from legal substances to medicines to narcotics – and “addiction”. This will allow us to not only draw on a diverse array of anthropological readings and themes, but also investigate how legal and illegal substances are culturally consumed, abused, regulated, celebrated, and vilified.

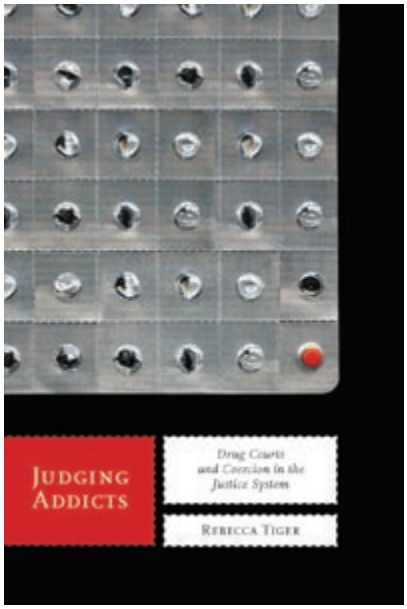
Course Materials and Resources

Required Materials/Resources

- Bourgois, Phillipe. 2003. *In Search of Respect: Selling Crack in El Barrio*; Second Edition. Cambridge, UK: Cambridge University Press.



- Tiger, Rebecca. *Judging Addicts: Drug Courts and Coercion in the Justice System*. New York, NY: New York University Press.



- Resources and Materials provided by the Instructor throughout the course.

Student Learning Outcomes

This course has three goals:

1) to provide you with an overview of the rich anthropological scholarship on drugs and addiction

2) to expose you to the variety of anthropological perspectives from which to explore the complex issues of drug use and addiction

3) to create opportunities for you to think critically about how drugs and addiction are understood, analyzed, and managed topics of cultural, political, economic, and health importance.

Course Activities

Reading and Participation

Reading course materials and active participation in the course are both required. Students are expected to attend class having read the required readings for that day. The lectures will cover the 2 the readings but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Midterm Exam (30 points)

There will be one midterm exam. The exam consists of 30 questions (matching, multiple choice, true/false) and will cover concepts from all texts, videos, and lectures in the first

half of the semester. There will be NO make-up midterm exam except for serious illness, personal/family tragedy, etc. You must let me know in advance of any extenuating circumstance that would affect your ability to take the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Final Exam (45 points)

The final exam will consist of 45 questions (matching, multiple choice, true/false) and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course material. Please bring a brown scantron and #2 pencil to the exam.

Quizzes (5 points each, 65 points total)

There will be 15 quizzes over the course of the semester. Quizzes are based on assigned readings or videos for that day, and will consist of 1-2 questions aimed at assessing whether or not you read/watched and understood the assigned material. The questions will be multiple choice, fill-in-the-blank, or narrative. Quizzes will take 5-10 minutes at the beginning of class. There will be NO make-ups for missed quizzes because your two lowest scores will be dropped.

IMPORTANT: UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **Syllabus Quiz** by **11:59pm EST** on **AUG 24, 2018**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid**and course materials.

Attendance/Participation

As a student of this course, you should attend every class having read the assigned material and ready to discuss in class. This class is a discussion-based course and lecture is only utilized as a prompt for academic exploration as a class. If you miss classes you will miss the quizzes which **CANNOT BE MADE UP** and are not given on uniformed dates. If you **MUST** miss a class and you want your absence to be excused, your absence must adhere to the following policies:

- You must provide documentation from an appropriate source (e.g. Doctor, clinic, administration, etc.)
- If you walk in late and the quiz time has concluded, you may not make up the quiz.
- I expect you to participate fully in class discussion and come to class having read the required materials.

Other policies that would excuse an absence:

The Undergraduate Catalog states, “Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips,

field trips, professional conferences), military obligations, severe weather conditions, and religious holidays."

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

Mid-Term Exam	30 Points
Final Exam	45 Points
Quizzes	65 Points
Total	140 Points

Grading Scale (Percentages; Points)

A = 100% - 94.5%; 140 -133
A- = 94% - 90%; 132-126
B+ = 89.5% - 88%; 125-123
B = 87.5% - 84.5%; 122-119
B- = 84% - 80%; 118-112
C+ = 79.5% - 78%; 111-109
C = 77.5% - 74.5%; 108-105
C- = 74% - 70%; 104- 98
D+ = 69.5% - 68%; 97- 95
D = 67.5% - 64.5%; 94- 91
D- = 64% - 60%; 90- 84
F = 59.5% - 0%; 83-0

Course Schedule

Dates	Topic	Assignments	Due Dates

Week 1	Tuesday, 8/21/2018: Orientation Thursday, 8/23/2018: Defining "Drugs"	Read Syllabus *READING:* Sherratt, Andrew (1995) Introduction: Peculiar Substances. In Consuming Habits: Drugs in History and Anthropology. Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, eds. Pp. 1-10. London: Routledge. **Syllabus Quiz**	8/24 at 11:55pm EST
Week 2	Tuesday, 8/28/2018: Defining "Addiction" Thursday, 8/30/2018: Defining "Addiction"	Tuesday READINGS: Singer, Merrill (2012) Anthropology and Addiction: An Historical Review. Addiction 107(10):1747-1755. Thursday Reading: What is addiction? New York Times Article (2014) (Links to an external site.)Links to an external site.	

Week 3	Tuesday, 9/4/2018: Traditional Drug Use-Coca Thursday, 9/6/2018: Traditional Drug Use- Khat	READING: Allen, Catherine J. (1988) To Be Quechua: The Symbolism of Coca Chewing in Highland Peru. American Ethnologist 8(1):157-171. Klein, Axel and Susan Beckerleg (1995) Building Castles of Spit: The Role of Khat in Work, Ritual, and Leisure. In Consuming Habits: Drugs in History and Anthropology. Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, eds. Pp. 238-254. London: Routledge.	
Week 4	Tuesday, 9/11/2018: Gender and Drug Use Thursday, 9/13/2018: Gender and Drug Use	Tuesday Reading: Quintero, Gilbert and Antonio L. Estrada (1998) Cultural Models of Masculinity and Drug Use: “Machismo”, Heroin, and Street Survival on the U.S.-Mexico Border. Contemporary Drug Problems 25:147-168 Thursday Reading: Nichter, Mimi et al. (2006) Gendered Dimensions of Smoking Among College	

		Students. Journal of Adolescent Research 21(3):215-243.	
Week 5	Tuesday, 9/18/2018: NO CLASS Thursday, 9/20/2018: Drug or Medicine?-Psychedelics	READING: Dobkin de Rios, Marlene (1984) Urban Amazonian Mestizos of Peru (Chapter 12) In Hallucinogens: Cross-Cultural Perspectives. Albuquerque: University of New Mexico Press. Pp. 173-189.	
Week 6	Tuesday, 09/25/18: Drug or Medicine?-Pharmaceuticals Thursday, 09/27/2018: Drug or Medicine?-Marijuana	Tuesday Reading: Quintero, Gilbert (2006) An Exploratory Study of Socio-cultural Factors Contributing to Prescription Drug Misuse among College Students. Journal of Drug Issues 36(4):903-931. Thursday Reading: Chapkis, Wendy (2007) Cannabis, Consciousness, and Healing. Contemporary Justice Review 10(4):443-460	

Week 7	Tuesday, 10/02/2018: Legal Drugs- Alcohol Thursday, 10/04/2018: Legal Drugs- Alcohol	Tuesday READING: Glasser, Irene. (2012) The Many Faces of Alcohol Use. In Anthropology of Addictions and Recovery. Pp. 17-33. Long Grove: Waveland Press. Thursday READING: Spicer, Paul. (1997) Toward a (Dys)functional Anthropology of Drinking: Ambivalence and the American Indian Experience with Alcohol. Medical Anthropology Quarterly 11(3):306-323	
Week 8	Tuesday, 10/09/2018: Judging Addicts Thursday, 10/11/2018: Judging Addicts	Tuesday Readings: Judging Addicts; Pp-1-40 Thursday: Judging Addicts; pp.41-57	

Week 9	Tuesday, 10/16/2018: Midterm Review Thursday, 10/18/2018: **Midterm Exam**	No Readings	**MIDTERM EXAM**
Week 10	Tuesday, 10/23/2018: Judging Addicts Thursday, 10/25/2018: Judging Addicts	Tuesday Reading: Judging Addicts; pp.58-87 Thursday Reading: Judging Addicts, pp.88-114	
Week 11	Tuesday, 10/30/2018: Judging Addicts Thursday, 11/01/2018: Judging Addicts	Tuesday Reading: Judging Addicts; pp.115-132 Thursday Reading: Judging Addicts; pp.133-149	
Week 12	Tuesday 11/06/2018: In Search of Respect Thursday 11/08/2018: In Search of Respect	Tuesday Reading: pp. 1-47 Thursday Reading: pp. 48-113	

Week 13	Tuesday, 11/13/2018: In Search of Respect Thursday, 11/15/2018: In Search of Respect	Tuesday Reading: pp. 114-212 Thursday Reading: pp. 213-286	
Week 14	Tuesday, 11/20/2018: In Search of Respect Thursday, 11/22/2018: **THANKSGIVING**	Tuesday Reading: pp. 287-327 Thursday: **THANKSGIVING**	

Week 15	Tuesday, 11/27/2018: Street Drugs and the Political Economy Thursday, 11/29/2018: HIV/AIDS and Drugs	Tuesday Reading: Waterston, Alisse (1993) Street Addicts in the Political Economy. Philadelphia: Temple University Press. Pp. 1-37. Thursday Reading: Singer, Merrill (1997) Needle Exchange and AIDS Prevention: Controversies, Policies, and Research. Medical Anthropology 18(1):1-12. Thursday Reading:	
Week 16	**FINAL**		**FINAL**

Policy Statements

Respect for Diversity

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule.

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in online and open class discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity (Links to an external site.)Links to an external site..
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (Links to an external site.)Links to an external site.".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or

expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.You CAN Survive an Active Shooter (Links to an external site.)Links to an external site.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.