

SOCIOLOGY OF DRUG USE

01:920:361:01

Tuesdays and Thursdays, 1:40 p.m. - 3:00 p.m.

Fall 2013

102 LCB (Livingston Classroom Building)

Professor Jeanette Covington

Web Page URL: <http://sakai.rutgers.edu/>

OFFICE HOURS: Tuesdays and Thursdays, 3:45 pm – 4:45 pm

LOCATION: Livingston Student Center

REQUIRED TEXTBOOK: The Sociology of American Drug Use (3rd edition)

Oxford University Press, 2014

Authors: Charles Faupel, Alan M. Horowitz, and Greg S. Weaver

The **Faupel et al. textbook** is available at the Rutgers University Bookstore.

RESERVE READINGS:

All additional readings—not included in the **Faupel et al.** text—have been placed online at Kilmer Library Reserve.

COURSE DESCRIPTION

Illegal drugs like heroin, cocaine, marihuana and many others are the source of a good deal of controversy and debate. Too often, however, these discussions are plagued by distortions about illegal drugs and illegal drug users. In this course, then, we will attempt to identify and correct some of these distortions by looking at what the social scientific research says about illegal drugs and their effects and about the extent of illegal drug use and abuse in the United States. We will also consider how the illegal status of drugs contributes to many distortions by looking at how illegal drugs were regarded before they were criminalized as compared to how they came to be regarded after their criminalization. Then, because the illegal status of drugs causes many to see their use as escapist, we will examine and critique some of the theories that have been developed to explain the reasons why people use illegal drugs. We will close by assessing the effectiveness of various policies meant to address the illegal drug problem including those that seek to control and reduce the size of illegal drug markets, those that focus on treatment of illegal drug users and those that promote drug decriminalization and state regulation of drug markets as a solution.

EXAMINATIONS AND GRADING

Your grade will be based on your performance on the midterm and the final. **The midterm will be given in class on Thursday October 31st** and will consist of definitions and short answers. It will count for 50% of your grade. **The final exam will likewise consist of definitions and short answers and count for the remaining 50% of your grade. It will be given in class on Monday December 16th from 8am to 11am during the scheduled exam period.** The exams are not cumulative.

Both the midterm and the final are meant to test your knowledge of material covered in both the readings and the lectures. The lectures are no substitute for the readings and the readings do not substitute for the lectures as some material that is included in the lectures is not included in the readings and vice versa. Because both the readings and the lectures will be covered on the exam, you should complete all of the readings and if you miss a class, make sure you get the missed notes from classmates. Please, do not ask me to provide you with a copy of the notes if you miss a class.

Rules for taking Exams

Since exam questions will be answered in blue books provided by me, you will only need to bring pencils, pens, erasers, pencil sharpeners, a watch and a Rutgers ID to the exams. Only these items can be placed on your desk while you are taking the exam. No cell phones, calculators, rulers, laptops, lecture notes, reserve readings, books or other aids are allowed while you are taking the exam and perhaps should not even be brought to class on exam days as they will only get in your way. If you do bring these items, they should be placed in a bag under the desk while you are taking the exam.

I will return your midterm in class when I have finished grading it. For your semester grade, please make use of official channels to find out your grade. I will not give out grades over the phone or via email.

ANNOUNCEMENTS

I will make weekly announcements on sakai primarily to talk about some of the major points made in lectures or to answer any class-related questions that individual students might ask. Please check the class sakai site on a regular basis.

CLASSROOM ENVIRONMENT

Much like every other class in Sociology, this class is all about the free exchange of ideas. Among other things, that means that students are allowed to disagree with each other or with the instructor—but only as long as they do so in a courteous and lawful way. In order to facilitate the free exchange of ideas, it is important that we all make an effort to treat each other with common courtesy and mutual respect. For that reason, conduct that distracts the instructor and other students during class is not acceptable and includes behaviors such as cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning to class, leaving early without permission, discourteous remarks and similar behaviors that demonstrate a lack of consideration for faculty and fellow students. In particular, texting during class is disruptive and disrespectful of classroom education. In light of that, if you do have an emergency that requires you to text, please go out in the hall to do so.

It has been my experience that the vast majority of students are courteous and respectful of others in class without being asked. However, for the tiny handful of students who cannot make the effort to be considerate to me or to other students, it might be wise to consider taking another class. Also, keep in mind that if a student does engage in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class period. Moreover, serious verbal assaults, harassment or defamation of the instructor or other students can lead to university disciplinary proceedings.

READINGS:

I. Drug Classification and Effects

- Faupel et al., chapter 1, pages 58-60, chapter 8
- L. Grinspoon & J. Bakalar, "Medical Uses of Illicit Drugs."
- J. Morgan and L. Zimmer, The Social Pharmacology of Smokeable Cocaine: Not All It's Cracked Up to Be"

II. Defining Drug Use and Misuse

- Review:** Faupel et al., pp.19-29
- C. Winick, "Social Behavior, Public Policy and Nonharmful Drug Use."
- N. Zinberg, "Research Findings: Drug Use Rituals, Sanctions and Controls"

III. Criminalization of Drugs

- Faupel et al., chapter 2
- H. Becker, "Moral Entrepreneurs."
- D. Musto, "The History of Legislative Control over Opium, Cocaine and Their Derivatives"

IV. The Postwar Drug "Epidemics"

Review: Faupel et al., chapter 2

a. The Fifties Epidemic:

- E. Currie, *Reckoning*, Introduction, ch. 2
- E. Preble and J. Casey, "Taking Care of Business."

b. The Sixties Epidemic

- J. Mandel and H. Feldman, "The Social History of Teenage Drug Use"
- J. Himmelstein, "The Embourgeoisement of Marijuana."

c. Drug "Epidemics" vs. Drug Scares

- C. Reinerman & H. Levine, "Crack in Context: Politics and Media in the Making of a Drug Scare"
- C. Reinerman, "The Social Construction of Drug Scares."
- Review:** Faupel et al., chapter 8
- Review:** J. Morgan and L. Zimmer, The Social Pharmacology of Smokeable Cocaine: Not All It's Cracked Up to Be"

V. Extent of Drug Use

- Faupel et al, chapter 4
- L. Johnston et al., "Monitoring the Future"
- Substance Abuse and Mental Health Services Administration (SAMHSA), "Results from the National Survey on Drug Use and Health"
- Review:** Zinberg, Winick

VI. Causes of Drug Use

- Faupel et al., chapter 5
- Review:** Faupel et al., chapters 2, 4, 8

a. Classic Explanations

- J. Covington, "The Social Construction of the Minority Drug Problem"
- J. Klein and D. Phillips, "From Hard to Soft Drugs."
- C. Winick, "The Use of Drugs by Jazz Musicians."
- G. Peterson and A. Harrell, "Introduction: Inner-City Isolation and Opportunity"
- T Williams, "Cocaine Kids: The Underground American Dream"
- Review:** Preble and Casey, Currie

b. Contemporary Explanations

- R. Akers, "The Problem of Alcohol and Drugs in Society"
- F. Davis & L. Munoz, "Heads and Freaks."
- J. Sloan, "It's All the Rave."
- D. Waldorf, *Cocaine Changes*, Ch.4, "Cocaine at Work: A Case Study of the Company"
- P. Jenkins, "The Ice Age"
- J. Beck and M. Rosenbaum, "Emergence of Adam and Ecstasy"
- A. Mohamed and E. Fritsvold, "Why Rich Kids Sell Street Drugs"
- A. Mohamed and E. Fritsvold, "The Emerging Market: Peddling Prescription Drugs"
- K. Tunnell, "The Oxycontin Epidemic and Crime Panic in Rural Kentucky"
- C. Kalb, "Playing with Painkillers"
- Review:** Zinberg, Winick

VII. Drug Distribution and Drug Control

- Faupel et al., chapters 9, 11, 14:435-449
- M. Mauer, "The Drug War's Unequal Justice."
- A. Trebach, "The Coming of the Body Invaders."
- J. Steinberg, "Expanded School Drug Tests Face a Challenge"
- L. Greenhouse, "Supreme Court Seems Ready to Extend School Drug Tests"
- T. Lewin, "Schools Across U.S. Await Ruling on Drug Tests"
- Faupel et al., chapter 12:381-397
- J. Covington, "Round Up the Usual Suspects: Racial Profiling and the War on Drugs."
- J.Dwyer, "Whites Smoke Pot, but Blacks are Arrested"
- Review:** "Trouble With Marijuana Arrests: Questionable Police Practices on Minor Possession Charges Merit Deeper Scrutiny"
- Review:** Kalb, Tunnell, Mohamed & Fritsvold

VIII. Drug Treatment and Prevention

- Faupel et al., chapter 13, chapter.12:365-381
- V. Dole and M. Nyswander, "Methadone Maintenance: A Theoretical Perspective"

- National Institute on Drug Abuse, "Advances in Therapeutic Communities."
- D. Hurley, "Emergency Antidote, Direct to Addicts"
- R. Apsler, "Is Drug Abuse Treatment Effective?"
- J. Covington, "Linking Treatment to Punishment."

IX. Alternatives to Prohibition: Reducing the Harms of Drug Policy

- Faupel et al., ch.14
- J. Covington, "Encouraging Moderation in Drug Use: The Controlled Drug Treatment Option."