

# SOCIOLOGY 410: SOCIOLOGY OF ALCOHOL PROBLEMS

01:920:410:90

(1/17/2022 VERSION)

Instructor: Heather Batson

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Canvas messages go to both and are a great option!

Having an emergency and can't use email? Text 267-357-2866

Class meetings: Online, asynchronous (but check out "Format and Weekly Rhythm")

Office hours: Drop in via Zoom, TBD

Private zoom/chat/phone office hours always available by appointment

## Course description

This course is designed to provide students with an understand of biopsychosocial influences on "alcohol problems" from several perspectives. Because this is a sociology class, we will stay grounded in sociology even though at times we will discuss medical, law enforcement, psychological, and other perspectives. However, we will spend some time thinking as sociologists who work in multidisciplinary fields. First, we will use an **addictions science** perspective to examine the physiological, psychological, and social functions of alcohol. We will seek to understand the experiences of individuals who could be said to have "alcohol problems" and how culture and social structures influence their experiences. Then, we will use a **public health lens** to examine effects of alcohol on population health in the US and around the world. We will also discuss the alcohol from a critical **social problems perspective**, including some social history of alcohol use and policy using the US as an example (though discussants are welcome to bring in additional examples to contrast the US case). With this perspective, we will examine several current social problems related to alcohol, how these have been defined, and in what ways social control of the problems is attempted—including law enforcement, laws and policies, and education. We will also examine how alcohol use is portrayed. Most of this course will be focused on the US and US examples, but students who want to examine alcohol problems in other contexts will be able to do that in most assignments.

This is a seminar class and I expect that students will engage deeply with the course material through class discussions and assignments. You may find that some of the material in class challenges what you are used to thinking about alcohol use and "problems" related to alcohol. Your opinions and life experiences can have a place in your arguments, but they should not take center stage. Instead, the authors of the class readings and our discussions will model sociological ways of seeing things. You may be asked to explain or practice using a theoretical perspective that you do not agree with, but you do not need to pretend that you agree! At time, you will be looking at things through perspectives that your professor also does not completely endorse, but the purpose of this class is to introduce you to a broad set of ways to think about alcohol that may be useful in different settings.

## What's in this syllabus?

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## Course objectives

After completing this course, students will be able to:

1. Discuss the basic physiological effects of alcohol—in terms of immediate effects and also chronic use risks/effects.
2. Explain the criteria for alcohol use disorder, including recent changes.
3. Explain biopsychosocial theories of alcohol use disorders, including markers of risk.
4. Examine first person accounts of alcohol use and identify possible social influences on these experiences.
5. Discuss the epidemiology of alcohol use in the US and the world, including patterns of use.
6. Explain the public health concept of “burden of alcohol use” and use it to examine the politics of alcohol use.
7. Compare the effects of different social/cultural environments on alcohol use.
8. Identify past and current “alcohol problems” as defined by society and also be able to:
  - a. Identify social vulnerabilities—who is most likely to be affected and why
  - b. Explain the social construction of the problem—how and why it became seen as a “problem”
  - c. Examine critically the construction of the problem and social control efforts—who stood to gain, who to lose, what were the intended vs unintended effects
9. Examine and discuss portrayals of alcohol and drinking in media, and the possible effects of these portrayals.

## Required Materials

Most materials will be available on the course Canvas site.

There is one required text to purchase for this course:

Caroline Knapp, *Drinking, A Love Story*, ISBN 13: 9780385315517

The book will be available at the Rutgers bookstore (and from many fine book retailers of your choice—it is not a textbook). We will be using this book by early October, so if you are getting a physical book, you may want to order it now. It should cost under \$20.

## Technical Requirements, Technical Problems, and Canvas

Learning remotely presents challenges. For assistance with learning how to address these challenges, please consult the resources available here: [https://rlc.rutgers.edu/remote\\_instruction](https://rlc.rutgers.edu/remote_instruction)

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) or complete the [contact form](#) for assistance.

Technical questions about Canvas: should be directed to the IT support team here:

<https://it.rutgers.edu/help-support>

Email: [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu)

Phone: [833-OIT-HELP](tel:833-OIT-HELP)

Technical requirements: Ability to use Canvas (including discussions), watch course videos, read PDFs, submit word or pdf documents and contribute to online discussions via Canvas. Since the course will be delivered online, students will benefit from access to a personal computer with up-to-date software. A high-speed internet connection will also benefit students in this course, especially those who would like to participate in optional video office hours.

Technical problems: There is always a possibility of technical issues in an online environment, such as lost connections, hardware failures, systems failures, etc. Students should save their work as they go (compose posts in a doc rather than in the Canvas interface) and maintain backup files (on google drive, a flash drive, etc) so that the chances that these technical difficulties will affect success are low. In the event of a systemic failure with Canvas or the Rutgers network, we will communicate by email or emergency contacts (I will ask you for alternative contact info the first week of class).

### Course Format and Weekly Rhythm

This class is Asynchronous Remote, which means that you will not be required to attend any class meeting at a specific time and date. Instead, you will fully participate in the class remotely (i.e. online) and asynchronously (i.e. we don't all need to be in sync). In other words, you will have a period of time to complete each day's course work (in this class, that time will be at least 48 hours). Each week, you will receive a "road map" to that week's coursework and readings. There may be (clearly marked) optional readings to support the assignments or your further interest.

AR does not mean "self-paced." Instead, we will operate class like a seminar that meets weekly. I may **try** to find times when all class members are able to participate in discussions together at the same time (though this may not be possible), and I will definitely offer weekly open drop-in office hours (TBD based on class feedback). The regular weekly rhythm will look something like this:

Thursday (our week's start/finish)	For discussion leaders: Fri-Mon	Tuesday
<p>For this week's topic:</p> <ul style="list-style-type: none"> <li>11:59 PM: This week's assignments due (discussion and/or other activities)</li> </ul> <p>For next week's topic:</p> <ul style="list-style-type: none"> <li>11:59 PM (usually earlier): "Road map", readings, reading quiz/discussion prep assignment (if applicable) and any recordings available for next week's topic in modules</li> <li>Discussion leaders should begin to organize themselves</li> </ul>	<ul style="list-style-type: none"> <li>Organize yourselves to split up topics/coordinate ASAP (See Discussion Leadership assignment)</li> <li>11:59 PM Sunday: Discussion leaders send draft discussion intro and questions to prof</li> <li>Prof sends feedback by noon Monday at the latest (usually some time Saturday)</li> <li>Discussion leaders finalize questions and post by 6 PM Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>Prof may post debrief/clarifications for material that came up in last week's discussion</li> <li>By 6pm: Discussion question leaders post this week's questions so everyone has more than 48 hours to complete discussion participation by 11:59 Thurs</li> <li>(If it's an memo/exam week, optional peer review/discussion Q&amp;A space will be posted)</li> </ul>

### Notes on communication

Please use **my official Rutgers email address** on the front page (optionally include the gmail as well) using "Soc 410" or "Alcohol Problems" in your subject line, or your message may be lost. You can also use Canvas messages, which *should* also be routed to my email.

Please send another message or a text **if you haven't received a reply** in 12-24 hours. I try to reply promptly to student emails. However, I do hands on public health work, and sometimes I cannot check Rutgers email in the middle of a work day, and sometimes I take a weekend day "off".

You should **be prepared to check your Rutgers email account (the one on file with Canvas) regularly** for course updates or announcements. If you don't check this email regularly, please update your profile to get announcements at the email that you do use the most.

**You may experience an emergency** over the course of the semester that affects your ability to participate in class. If this happens to you, and you can use a phone but not email, please do text my personal number at (267) 357-2866 and let me know what's going on for you.

## Course Requirements:

Overall, you will earn points in the course by:

- Showing that you understand the class material
- Taking the time to engage with the reading and produce thoughtful insights
- Showing your progress as a sociological thinker

## Course Work

Class assignments and point allocation in this class is as follows. There are 1000 total points available, and points will be used to calculate % grades for the class. **These point allocations are tentative for the draft syllabus and will be finalized before the first class**

Activity	Points
Regular weekly activity participation @ 25 each week x 8 weeks (includes discussion participation, reflections, quizzes, and other activities—more specifics in each week/TBD)	200
Discussion leadership	100
Take home “midterm” assignment (essays / short answers)	100
Response memo 1 (Response to Addiction Science unit/Drinking, A Love Story)	100
Response memo 1 (Epidemiology/ Burden of disease)	100
Response memo 2 (Social problems and social control)	100
Final project (includes participation in consultations and memo about your idea)	300

## More about Course Work:

### ***Regular weekly activity participation (200 points, 20%-- 8 weeks x 25 points)***

Discussion: As this class will rely greatly on discussions, the completion of the readings and subsequent contribution to class discussions is essential for your success in the course. Most weeks, you will be asked to participate in discussions led by the instructor and the peer discussion leaders, sparked by the readings. You will be graded on your top 8 weeks (which includes a “grace” week). More information about discussion grading will be provided, including a rubric (which may be a living document that develops over the semester). When writing posts, please remember basic netiquette.

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending (consider editing in a google or word doc rather than in the discussion post itself).
- Be concise while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- We will use threading--be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding your own contribution.
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- Be respectful of others' opinions even when they differ from your own—and when you disagree with someone, you should express your opinion in a respectful, collegial way.
- Do not make personal or insulting remarks.
- Be open-minded.

Quizzes and other activities: Some weeks, you will be assigned a reading/lecture quiz or assignment to prepare you for the discussion participation. *More information about specific activity points will be available in each week's road map.*

**Discussion leadership: 100 points, 10%**

Most weeks, 2-4 students will be responsible for collectively engaging closely with all the readings assigned for that week and developing discussion questions for the class about key topics. These discussion questions should have an introduction and 2-3 rich questions per discussant. They might be related to laying out the logic of a key article, considering the implications of the material, discussing conflicting theories in light of each other, or thinking about how the readings enhance our understanding of past material. Each group may handle the details of working together as they prefer (more information will be provided). Regardless, draft questions should be turned in by Friday evening to ensure that you will be ready to post on Monday evening (in case revisions are needed). Grading will be based on:

- a. The quality of the questions and how well they address the main issues in the reading
- b. The quality of the discussion facilitation Monday-Weds
- c. Group feedback about each person’s role, if unclear from the materials turned in

**Take home midterm: 100 points, 10%**

The exam for this class will focus on the biology of alcohol and risk vs protective for alcohol use disorder, emphasizing the biopsychosocial model developed by the class; it will consist of short answer questions and brief essays. The exam will include material from the readings, the lectures, and the discussions led by your colleagues in their role as class discussants. The exam is a chance to show how well you have understood the material from class and to take it one step further by applying it. You may be asked to apply theories that you do not, yourself, believe. You do not need to believe all the theories that we discuss in class! However, you will be expected to apply/discuss the theory and then critique any shortcomings you see. Although it is called an “exam,” creative approaches will be encouraged.

**Response Papers: (3 @ 100 points each): 30% total**

There will be 3 short writing assignments over the course of the semester. One will be a response to the memoir in the context of the other materials in the unit. The second will be focused on public health perspectives. The third memo assignment will be focused on the ways the social problems of alcohol are defined and how social control bids are made, with a critical perspective. Again, you may be asked to apply theories that you do not, yourself, believe, in order to apply/discuss the theory and then critique.

**Final project (300 points, 30%)**

The topics of Sociology of Alcohol Problems is really huge and we can’t get to all of the possible topics in this class. In addition, this is a highly emotionally charged subject for many people, and we will be discussing most topics in our in class discussions in a detached, intellectual way. The final project, which is in lieu of a writing assignment and a final exam, presents you with the opportunity to explore alcohol problems in a way that is meaningful **for you**—This could still be a very intellectual traditional library research paper, but I will also offer the opportunity to do a creative project, an autoethnographic project, or something else that engages with the material in a serious way. Because it is in lieu of a final exam, I will ask that you participate in a consultation (25 points) and write a proposal memo (25 points) to situate the final project (250 points) that you want to do in relation to the course materials—here you will need to explain how your project related to the theory we have discussed and the themes of the class. More details will be available about the proposal and the expectations for the project after the exam.

**Grading:** Rutgers University uses a lettered grading system. Your final grade will be assigned in accordance with this system, shown below. Do not expect rounding of your final grade. This class has many small assignments, so you have many chances to earn points.

A= 90+	B+=86-89	B=80-85	C+= 76-79	C=70-75	D=60-69	F=below 60
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**Final Grades:** There will be no extra credit offered in this course. You have many opportunities to obtain points by doing the regular assignments in this course. I am always willing to accommodate many different types of challenging circumstances and emergencies. This semester especially, I will try to make reasonable accommodations for students experiencing challenges. However, please bring any issues to my attention as they emerge so that we can develop a plan together. I cannot accommodate problems or emergencies after final grades have been submitted.

**Timeliness:** All course requirements (the final project, writing assignments, discussion facilitation, etc) must be completed by the end of the course. Should exceptional circumstances (by my determination) arise, I will work with you to create a schedule to turn in materials, but I would like all course requirements to be completed within one month of the end of the term, if possible, so that you can continue with your next semester without assignments for me hanging over you. I am unlikely to consider your circumstances to be exceptional, regardless of their nature, if they occurred during the course of the term, but you do not bring them to my attention until the end of the term.

### **Attendance and self-reporting absence**

Since this class is asynchronous and online and therefore does not have specific meeting times, I do not require that you self-report one-time “absences”. Instead, please communicate with me through email or Canvas messages about the missed work. However, if you will have a longer-term absence (for example, due to a medical procedure or family emergency), please do go through the dean’s office.

The SAS policy can be found here: <https://sasundergrad.rutgers.edu/degree-requirements/policies/attendance-and-cancellation-of-classes>

University attendance and religious holiday policies are at [http://catalogs.rutgers.edu/generated/nb-ug\\_current/pg1433.html](http://catalogs.rutgers.edu/generated/nb-ug_current/pg1433.html)

### **Academic Integrity Policy**

It is acceptable (even expected) use other people’s ideas in your written work as long as you give credit to the original author. You act professionally and ethically when you do this, and it is considered dishonest to pass others’ ideas or words as your own. Such behavior constitutes plagiarism and can result in failure in the class and potentially dismissal from Rutgers. To give credit to the original author of ideas you present and protect yourself from charges of dishonesty, always cite in your text the source(s) you used and list all of them in a bibliography at the end of your written assignment. If you’re writing a discussion post using only class sources, parenthetical citations are sufficient (in context, we will all know what “Berkman et al” is).

Students in this, and all classes at Rutgers are required to follow current Rutgers’ Academic Integrity Policy as indicated in the website [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf).

For additional information on how to avoid plagiarism in your work, see [http://www.libraries.rutgers.edu/rul/lib\\_instruct/instruct\\_document.shtml](http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml).

### A Few Words about Wellness

As I was working on this syllabus, I was thinking about what I want for my students this semester. As your instructor, I very much want to see you meet those learning objectives (of course)! However, more than anything else—especially this semester—I want to make sure that you are taking care of yourself. I recognize that you have multiple competing pressures in your life—especially those of you who are working long hours to pay for your education.

I do plan to challenge you in this class. I am assigning rigorous readings and regular writing assignments that I expect will challenge you! At the end of the semester, you should feel proud of all we accomplished here. However, this work also should not come at the expense of your own wellbeing.

Working to the point of exhaustion is not a badge of honor. Research shows that students with the most cultural capital (i.e., the students who might need less support) who tend talk to their professors when their lives get difficult. **If you are struggling—for whatever reason—please come talk to me. Let's get on top of whatever's bothering you before it becomes too much.** We got this.

Oh, and take a tip from the [Nap Bishop and get some rest](#).

Rutgers has resources that may help as well (See CAPS and VPVA information on page 8)

### Classroom Conduct and Ground Rules:

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Behavior that distracts students and faculty is not acceptable. The University Code of Student Conduct is at <http://studentconduct.rutgers.edu/disciplinary-processes/university-code--of-student-conduct/>

Issues surrounding alcohol use and misuse, and social movements related to prohibition or use of alcohol are often controversial. It is likely that somebody will voice an opinion that you find disagreeable or even offensive. In this classroom, we will agree to respect each other, even if we don't like what each other has to say about the world. That means that we can disagree, but we must do so respectfully, as colleagues. You are encouraged to comment, question, or critique an idea, but you may not attack an individual.

In addition, the Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances. Working as a community of learners, we can build a polite and respectful course community.

At times this semester we will be discussing topics that may be disturbing, even traumatizing, to some students. I am happy to discuss any concerns you may have about material that may be particularly challenging for you. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually in office hours, I welcome such discussions as an appropriate part of our classwork.

## Accommodations, Academic Support, and other support services

**Disability Services:** (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/getting-registered>.

I will make every attempt to provide pdfs that are screen readable and use the automatic captions on videos. If you do not have a documented disability but find that remote asynchronous learning is challenging for you in unexpected ways, please discuss with me so that we can work together to identify possible solutions.

**Academic Support Programs:** <https://rlc.rutgers.edu/>

Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

Online Learning Tools from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks <http://www.libraries.rutgers.edu/tutorials>. For any student who desires support, the academic support program is providing most services online this semester: [https://rlc.rutgers.edu/remote\\_instruction](https://rlc.rutgers.edu/remote_instruction).

**Counseling, ADAP & Psychiatric Services (CAPS):** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners. Crisis Intervention : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/> Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

**Violence Prevention & Victim Assistance (VPVA):** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

## Tentative Course schedule (Readings and assignment details subject to change)

Each week is a module in canvas. There is always “road map” of the week which includes important context and also is the place to find the most up to date readings, assignments, etc.

Date module open-close	Course topic and readings	Due for this module
1/18- 1/20/2022 Week 1 25 points	<p><b>What is an alcohol problem?</b></p> <p>Read (or listen to): “<a href="#">America has a drinking problem</a>” (The Atlantic, 2021—see canvas module for a pdf version)</p> <p>Dive right in and participate by Thursday night!</p> <p>See the Canvas module for all materials</p>	<p>Get familiar with the course site</p> <p>Complete first day of class “quiz”</p> <p>Participate in intro discussion</p> <p>Sign up for discussion facilitation</p> <p>Read syllabus, bring questions</p>
Part 1: Addictions Perspectives		
1/20- 1/27/2022 Week 2 25 points	<p><b>Are effects of alcohol biological, psychological, or social?</b></p> <p>Ray et al. ‘Catching the Alcohol Buzz’</p> <p>Vogel-Spott: Is Behavioral Tolerance learned?</p> <p>Swift and Davidson: Alcohol Hangover: Mechanisms and Mediators</p> <p>Additional references (See Road Map)</p>	<p>Watch short video</p> <p>Complete quiz</p> <p>Reading discussion participation</p>
1/27- 2/3/2022 Week 3 25 points	<p><b>What is an alcohol use disorder? How do we know?</b></p> <p>NIAAA “Rethinking Drinking” materials</p> <p>DSM criteria and changes with DSM 5, epidemiology of AUD</p> <p>Other screening tools</p> <p>Additional resources on Canvas</p>	<p>Reading discussion participation</p>
2/3- 2/10/2022 Week 4 25 points	<p><b>Family, genetic, and childhood influences on AUD risk</b></p> <p>Overview: Sher et al “Development of Alcohol Use Disorders”</p> <p>Anda et al: Adverse Childhood Experiences, Alcoholic Parents, and Later Risk of Alcoholism and Depression</p> <p>Additional references:</p> <p>Schuckit: Overview of genetic Influences in alcoholism, NIAAA genetics and epigenetic article</p> <p>Ellis et al: The Role of Family Influences in Development and Risk</p> <p>ACES/PACES 101</p>	<p>Watch short lecture about genetic influences on alcohol use disorders and gene*environment</p> <p>Complete lecture “quiz”</p> <p>Participate in discussion—class starts to create a collective bio-psycho-social model of AUD risk/protective factors</p>

2/10- 2/17/2022  Week 5 25 points	<b>Other influences on AUD risk</b> Alcohol Alert 85: Stress and Alcohol  Borsari and Carey: Peer Influences on College Drinking Reifman et al: Social Networks and College Drinking: Probing Networks of Social Influence and Selection  Kuntsche et al: Why do young people drink? A review of drinking motives	Discussion  Class collectively creates a bio-psycho-social model of AUD risk/protective factors
2/17- 12/24/2022  Week 6 100 points	<b>Putting the pieces together</b> Work on “midterm” assignment	Review AUD risk model  Complete take-home, open book “midterm”
2/24- 3/3/2022  Week 7 25 points	<b>Hope for Treatment and Prevention from the Addictions perspective</b> Rethinking drinking, p 7-end  Alcohol Alert 77: Neuroscience Pathways to Alcohol Dependence (note: this is really about medications)  Addressing ACES/PACES material TBD  Start reading Knapp: Drinking, A Love Story (full book)	Treatment finder assignment Participate in discussion  *Start thinking about final project: Reflection paper 1 assigned
3/3- 3/10/2022  Week 8 100 points	<b>Personal experiences of Alcohol Use Disorder and Recovery</b>  Caroline Knapp: Drinking, A Love Story (full book)	Reading discussion will be available but not required  Reflection memo assignment due 3/10
3/15-3/18—Happy Spring Break!		
Part 2: Public Health Perspectives		
3/10- 3/24/2022  Week 9 25 points	<b>Is Binge drinking a public health problem?</b> WHO: Harmful use of alcohol as a public health problem (Updated epidemiology of binge drinking, TBD)  Wilsnack et al: Gender Differences in Binge Drinking	Note: discussion leaders can get drafts in on 3/20  Open book Epidemiology “quiz”  Reading discussion participation about implications  Start scheduling Final Project consultations
3/24- 3/31/2022  Week 10 25 points	<b>Social/cultural context and secondary public health effects of alcohol use (sex and violence)</b>  Sudhinaraset et al: Social and Cultural Context of Alcohol Use: Influences in a Social-Ecological Framework  Gladwell: Drinking Games  Choice of related public health topic articles TBD (See Road Map)	Take lecture/reading quiz  Reading discussion participation about implications  (Memo for next week and all materials assigned and available by 3/24)

<p>3/31-4/7/2022</p> <p>Week 11</p> <p>100 points</p>	<p><b>Is a little bit of alcohol healthy? Health burdens due to moderate alcohol use</b></p> <p>DuCharme: Can Alcohol Help You Live Longer? Here's What the Research Really Says (Time)</p> <p>WHO fact sheet: Global Burden of Alcohol</p> <p>Global Burden of Disease team: Alcohol use and burden for 195 countries and territories, 1990–2016: a systematic analysis for the Global Burden of Disease Study 2016</p> <p>Wood et Al: Risk Thresholds for Alcohol Consumption, aka "No Safe Amount"</p> <p>Additional reference materials TBD</p>	<p>Discussion will be available but not required</p> <p>Public Health response memo (2) due</p>
<p>Part 3: Critical perspectives on alcohol as a social problem: Defining problems and attempts at Social Control</p>		
<p>4/7-4/14/2022</p> <p>Week 12</p> <p>25 points</p>	<p><b>History of alcohol use in the US</b></p> <p>Becker: Moral Entrepreneurs</p> <p>Gusfield: Passage to Play: Rituals of Drinking Time in American Society</p> <p>Ken Burns: Prohibition part 1: A Nation of Drunkards (film available through the library, see Road Map)</p> <p>NOTE: no "class"/ due date on 11/24—Enjoy your break!</p>	<p>Final project proposal due, 4/14</p> <p>Reading discussion participation</p> <p>Response memo 3 assigned (about the creation of social problems and social control—all materials for 4/14 module will be available 4/7)</p>
<p>4/14-4/21/2022</p> <p>Week 13</p> <p>100 points</p>	<p><b>Topics in Alcohol-related Social Problems, depending on class interest, such as:</b></p> <p>Drunk Driving: MADD and the social construction of a problem (and the ongoing real problem)</p> <p>Underage (and college) drinking as a social problem</p> <p>Fetal Alcohol Syndrome (untangling real problem vs social control issues)</p>	<p>Choose your own "adventure" with social issue materials based on interest</p> <p>Response memo on social problems due 12/8/2021</p> <p>(no other class activities required this day)</p>
<p>4/21-4/28/2022</p> <p>Week 14</p> <p>25 points</p>	<p>Last class! SHORT WEEK</p> <p><b>Alcohol use in popular media</b></p> <p>The Many Faces of the 'Wine Mom' (The Atlantic)</p> <p>Sobering Truths: Inside country music's complex — and increasingly lucrative — love affair with alcohol (WaPo)</p> <p>(these materials may be updated)</p>	<p>Bring examples of alcohol in popular media for discussion</p> <p>Discussion Participation</p> <p>Please schedule a consultation about final project before 5/2</p>
<p>5/8/2022</p> <p>300 points</p>	<p>Final Project Due* NOTE SUNDAY DATE*</p> <p>*This is congruent with the scheduled exam time for Asynchronous online classes. However, if you have more than 3 total exams and assignments due 5/6-5/8 or other schedule concerns, please let me know and I will give you a short extension</p>	<p>Final project due on Canvas at midnight</p>