

11-10d, APR 13 2012

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		40-51d.	AP-3/11/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE

☐ New Course
 ☐ Course Prefix Change
 ☐ Course Deletion
☒ Course Revision
 ☐ Course Number &/or Title Change
 ☐ Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 335 Alcohol and Drug Abuse

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

☐ This course is also proposed as a Liberal Studies Course.
 ☐ Other: (e.g., Women's Studies, Pan-African)
☐ This course is also proposed as an Honors College Course.

3. Program Proposals

☐ New Degree Program
 ☐ Program Title Change
 ☐ Other
☐ New Minor Program
 ☐ New Track

Current program name

Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	Melanie D. Hildebrandt	10/18/10
Department Chair(s)	Alex Hildebrandt	11-8-10
College Curriculum Committee Chair	Gail Berlin	11/17/10
College Dean	A. M.	4/12/10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Edel Reilly TECC Curv	4/10/12
	A. K. O.	4/11/12
UWUCC Co-Chairs	Gail Schmitt	4/11/12

* where applicable

Received

APR 13 2012

Received

SEP 21 2011

Received

DEC 9 2010

Liberal Studies Liberal Studies

Liberal Studies

Syllabus of Record

SOC 335 – Alcohol and Drug Abuse

I. Catalog Description

Prerequisite: SOC 151

03c-1-03cr

Examines the social issues and problems of alcohol and drug misuse in American society. Legal and illegal substances are considered, and the causes of substance abuse as well as alternatives are examined.

II. Course Outcomes

In this course, students will:

- a) Demonstrate a critical understanding of the construction of drug use and abuse in American society.
- b) Explain the similarities among and differences between drugs based on their physiological and behavioral effects.
- c) Develop an understanding of the various theories used to explain drug use, abuse, and dependence including an analysis of their assumptions, limitations, and implications for social policy and treatment approaches.
- d) Recognize the trends and patterns of drug use among diverse groups in American society.
- e) Examine the social consequences of drug use, abuse, and dependence on various social institutions.
- f) Develop an understanding of the various social responses to drug use and abuse and how these responses are associated with particular socio-cultural shifts.

III. Course Outline [Below are example topics and content for this course.]

- | | |
|---------|--|
| Week 1: | A Sociological Perspective on Drugs
What is a drug?
Drug use and abuse |
| Week 2: | A Pharmacological Perspective on Drugs
Factors that influence drug action
Drug tolerance
Drug dependence
Classifying drugs and their effects |
| Week 3: | Theories of Drug Use
Biological Theories
Psychological Theories |
| Week 4: | Sociological Theories of Drug Use
Anomie theory
Social control theory
Self-control theory
Social learning theory
Subculture theory
Conflict theory |
| Week 5: | The Historical Context of Drug Control
Drug use in 19 th century America |

Prohibition
Early anti-opium legislation
The Pure Food and Drug Act 1906
The Harrison Act 1914
Presidential positions on drugs and drug use

Week 6: Methods and Data
 Social research on drug use
 Rates of drug use

Week 7: Drugs in the News
 Are the media biased?
 Sensationalism in the media
 New drugs in the media
 Story telling versus factual accuracy

Week 8: Historical Trends in Drug Consumption
 Rates and patterns of drug use
 Trends over time

Week 9: Midterm Evaluation
 Complete Discussion of Material to Date
 Midterm Exam

[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor Day or MLK Day, Spring or Thanksgiving break, and reflect them in the syllabus.]

Week 10: Legal Drugs
 Alcohol
 Tobacco
 Caffeine
 Psychotherapeutic drugs

Week 11: Illegal Drugs
 Marijuana
 LSD
 “Club drugs”
 Amphetamines/Methamphetamines
 Cocaine
 Crack
 Heroin

Week 12: Drugs and Crime
 What is the connection between drugs and crime?
 What is the connection between drugs and violence?
 Specific drugs and their effects on violent behavior

Week 13: Drug Control
 Prohibition: The punitive model
 The current system of drug control
 The “War on Drugs” ideology
 Drug courts

Drug treatment

Week 14: Should Drugs be Legalized?
Legalization
Decriminalization
Prescription and maintenance models
Harm reduction

Week 15: Exam Week
Culminating Activity: Examination and/or Presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	<u>0 to 50%</u>
Must total 100%	

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required Textbooks, Supplemental Books, and Readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

Goldberg, Raymond. 2010. *Taking Sides: Clashing Views in Drugs and Society*. New York: McGraw Hill.

Goode, Erich. 2008. *Drugs in American Society*. New York: McGraw Hill.

Sheff, David. 2008. *Beautiful Boy: A Father's Journey Through His Son's Addiction*. Boston: Mariner Books.

VIII. Special Resource Requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtml>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

- Durrant, Russil, and Jo Thakker. 2003. *Substance Use and Abuse: Cultural and Historical Perspectives*. Thousand Oaks CA: Sage Publications.
- Faupel, Charles E., Alan M. Horowitz, and Greg S. Weaver. 2010. *The Sociology of American Drug Use*. New York: Oxford University Press.
- Fields, Richard. 2010. *Drugs in Perspective: Causes, Assessment, Family, Prevention, Intervention, and Treatment*. Boston: McGraw Hill.
- Hart, Carl L., Charles Ksir, and Oakley Ray. 2009. *Drugs, Society, and Human Behavior*. Boston: McGraw Hill.
- Levinthal, Charles, F. 2010. *Drugs, Behavior, and Modern Society*. Boston: Pearson Education/Allyn & Bacon.
- Mignon, Sylvia I., Marjorie Marcoux Faiia, Peter L. Myers, and Earl Rubington. 2009. *Substance Use and Abuse: Exploring Alcohol and Drug Issues*. Boulder CO: Lynne Rienner Publishers.
- Mosher, Clayton J., and Scott Akins. 2007. *Drugs and Drug Policy: The Control of Consciousness Alteration*. Thousand Oaks CA: Sage Publications.
- Oser, Carrie B., Richard Dembo, and Paul M. Roman (Eds). 2005. *Sociology of Alcohol and Drugs: Syllabi and Teaching Materials*. Washington DC: American Sociological Association.
- Stevens, Patricia, and Robert L. Smith. 2009. *Substance Abuse Counseling: Theory and Practice*. Upper Saddle River NJ: Pearson Education.
- Wilson, Hugh T (Ed.). 2010. *Annual Editions: Drugs, Society, and Behavior 9/10*. Boston: McGraw Hill.

Conceptual Framework	INTASC Standards	Program Standards	Course Objectives	Course Assessment
1a	1	1.Culture and Cultural Diversity	(a), (d) – (f)	Midterm evaluation
		2. Time, Continuity and Change	(a), (c), (f)	Final evaluation
		5. Individuals, Groups and Institutions	(a) – (g)	