

**SUMMER SEMESTER 2018**

**DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY**

**UNIVERSITY OF LA VERNE**

**SOC 375: DRUGS & SOCIETY**

**INSTRUCTOR:** Professor Nicholas Athey

**OFFICE:** Hoover 114

**OFFICE HOURS:** M & W, 3:00-4:00 pm (or by appointment)

**OFFICE PHONE:** (909) 448-4636

**EMAIL:** [nathey@laverne.edu](mailto:nathey@laverne.edu)

**COURSE DESCRIPTION:**

This course approaches the study of drugs from a sociological-criminology perspective. Students are introduced to several dimensions of drugs in society, including historical and contemporary social controls, theoretical explanations for use, the drug-crime nexus, addiction and dependency, and cultural socialization processes.

**COURSE OBJECTIVES:**

The course takes an in-depth look at drugs and the role they play in society. It introduces students to important terminology and perspectives that inform how we think, study, and talk about drugs from a sociological perspective. Upon completing the course, students will be able to:

- Critically exam and apply social theories to the study of drugs and drug policy;
- Describe historical and contemporary perspectives of drugs and drug policy;
- Describe the ways in which drug production, distribution, trafficking, and use affect society from a sociological perspective;
- Understand the difference between “profiles” of (il)licit drugs, including their origin, trafficking routes, cultural contours, addiction/dependence potential, and use;
- Define important sociological, criminological, and policy terminology needed to study and talk about drugs in society;
- Learn how to locate and interpret drug policies and statistics from a variety of sources; and
- Critically analyze and critique criminological and sociological research.

**REQUIRED TEXTS:**

1. Ross Coomber, Karen McElrath, Fiona Measham, and Karenza Moore. (2013). *Key Concepts in Drugs and Society*. Thousand Oaks, CA: Sage. ISBN: 978-1-84787-485-6

Note: Supplementary academic journal articles will be assigned as part of the weekly reading list and for the term paper. All articles will be accessible through La Verne’s electronic journals.

**PREREQUISITE:**

Completion of SOC 250: Introduction to Sociology

**COURSE EVALUATION:**

Students will be evaluated on the basis of ten weekly quizzes, a final examination, construction of a concept map and course journal, participation in weekly online discussions, moderation of one class discussion and a written assignment based on the textbook and **at least** three additional peer-reviewed sources. The University of La Verne operates on a letter-grade system, with the following range of possible outcomes: A+ (98-100%), A (94-97%), A- (90-93%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), and F (0-59%). Grades will be allocated as follows:

Weekly class discussion	10%
Concept map	5%
Term paper (8-10 pages)	20%
Weekly journal entries	15%
Class discussion moderation	5%
Weekly quizzes.	20%
Final Examination	25%

**NOTE: Any student requesting an “incomplete” (INC) must first communicate with the instructor and complete the “Incomplete Contract” form through their MyLaverne system (see for more details: <https://sites.laverne.edu/registrar/student-information/mylaverne-information/student-information-system/how-to-request-an-incomplete-inc-grade>).**

Final grades for the course will be assigned as follows:

A+	98-100%
A	94-97%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

**A NOTE REGARDING ACADEMIC DISHONESTY:**

Academic dishonesty is taken very seriously at the University of La Verne. Plagiarism and cheating on examinations are considered to be major offenses. Plagiarism consists of buying term papers or essays, submitting an essay or term paper that you did not write yourself, paraphrasing the works of others without acknowledging (citing) your source or sources, using direct word-for-word quotations without putting them in quotation marks and acknowledging (citing) your source or sources, submitting an essay or term paper that you have written for another course (i.e., a double submission), etc. Cheating on examinations consists of copying from the work of other students, allowing other students to copy from your work, surreptitiously using aids—e.g., class notes, cheat sheets, cell phones, i-phones, i-pods—during examinations, etc. Students found to have engaged in academic dishonesty can expect one or more possible penalties. The penalties for academic dishonesty generally include a written account being submitted to The Registrar, where it is retained on the student's file, and a failing grade for the examination or assignment on which cheating took place (i.e., 0%). Other possibilities (on an escalating scale) include a failing grade for the course in which the cheating occurred, expulsion from the course, and, in egregious cases (or in cases where there is a repeated pattern of academic dishonesty), suspension or expulsion from the university.

**STUDENTS WITH DISABILITIES:**

Students with one or more physical, medical, psychological, attention-deficit, and/or learning disabilities may qualify for certain reasonable accommodations and services to help them maximize their learning potential. Some examples of the services available to qualifying students include priority registration, assistance in scheduling classes in accessible locations, testing in a distraction reduced testing environment, reader and/or transcriber, Sign Language interpreters and/or captionists, and many others. If you would like more information about The Disabled Student Services Department (DSS) and the services they provide, visit the webpage here: <https://sites.laverne.edu/disabled-student-services/>.

**TERM PAPER AND CONCEPT MAP:**

Students are required to complete a term paper totaling approximately 8-10 pages (not including cover page and references cited page) by the end of Week 9 (August 12<sup>th</sup>). Papers should follow APA format and make reference to all required readings (i.e., textbook and at least three additional peer-reviewed journal articles). Further instructions about the term paper are available in the “term paper handout.”

Students will also construct a concept map outlining their approach to the term paper, which will be submitted for a grade and peer review in Week 4 (July 8<sup>th</sup>). A template will be available for review; however, students should ensure each of the following components are addressed in their concept map and term paper:

- **Topic:** What aspect of the drug profile have you selected (e.g., opioid abuse epidemic, use of anabolic-steroids in sports, link to organized crime, drug policy classifications, etc.)
- **Drug type:** What drug or drug type you will write about (e.g., cannabis, anabolic steroids, amphetamines, etc.)
- **Research question:** What, specifically, is your research question or questions?
- **Evidence:** How will you support your paper?
- **Organization:** How is your paper organized? In other words, in what order will you talk about the subtopics of your paper? This is, essentially, an outline of your paper's structure.
- **Conclusion/Take-home message:** Provide a clear "take home" message as part of your conclusion section.
- **Reflection:** The conclusion of your concept map and term paper should also include a reflection section where you provide some insights you gleaned from the writing assignment.

### **COURSE JOURNAL:**

Students will track their progress throughout the online program by keeping a journal. Journal entries will vary from week-to-week, but will require that students (1) reflect on the course material; (2) make reference to required readings and lectures; and (3) demonstrate knowledge of weekly lesson plans and objectives. Journal entries should include a combination of personalized written and media entries, such as photos, short video clips, drawings/art, quotations and many other forms of expression that effectively convey how the course information was interpreted. Completed journals will be submitted during the final week of class (August 19<sup>th</sup>); however, the instructor will review and provide comments on a weekly basis. In total, journals will be worth 15% of the final grade, but a half point (0.5% of the total grade) will be awarded for completing entries during the week they are assigned. Therefore, the final grade breakdown is:

- 0.5% (x 10 weeks = 5%) for completing journal entries during the week they are assigned and
- 10% for submitting a completed journal no later than August 19<sup>th</sup>.
- Total = 0.5% x 10 weeks (5%) and 10% for completed journals (total 15%).

(Note: These figures are the *possible* number of points that can be received; completing tasks on time and in full does not guarantee that full marks will be rewarded)

### **WEEKLY CLASS DISCUSSION AND MODERATION:**

Weekly discussions for this course will require students to first complete the assigned reading(s) and online lecture(s). Discussion topics will become available at 8:00 a.m. Monday and remain open until Sunday at 10:30 p.m. Students must participate *meaningfully* in the online discussion at least twice during the week it is available; while the discussion forums will remain open for students to use as a study aid, contributions made to the discussion after the week has ended will not receive credit.

The first entry must demonstrate a degree of reflection on that week's prompt or question and reference the assigned reading(s), lecture(s), or both. The second entry must be a response to a classmate's first entry and either challenge its merit (respectfully) or progress the dialogue in a meaningful way by referencing relevant course content. Note that outside sources, such as current events in the media and personal anecdotes, can be used, but are not considered adequate substitutes for the course content.

The second half of the semester looks at specific drug profiles and, in doing so, offers students an opportunity to explore a drug topic in detail. Students will be partitioned into groups and assigned a drug profile. During the week that their drug profile is assigned (e.g., cannabis during Week 10), students assigned to that profile will compose a prompt to facilitate a discussion and then moderate the ensuing dialogue. The class discussion topic will be selected by members of the group assigned to that particular drug profile. Ideally, the discussion will center around an important and controversial "hot topic," like the current "opioid epidemic," the therapeutic use of performance-enhancing drugs by current professional and world-level athletes, or the changing political landscape of cannabis in the United States. Class discussion prompts must be submitted to the instructor for approval by Thursday night the week before the discussion begins. For example, the discussion prompt for Alcohol, Tobacco, and Caffeine (Week 5, July 9-15<sup>th</sup>) must be submitted to the instructor by Thursday, July 5<sup>th</sup>.

### **WEEKLY TOPICS AND READINGS:**

You should look through this syllabus on a regular basis, as it contains a full listing of course topics and required readings for the semester on a week-by-week basis. Lectures will selectively emphasize essential issues, themes and content, and will introduce ideas and information that supplement and extend beyond the required readings. The schedule, lecture topics and assigned readings for the ten weeks of the course are as follows:

#### **WEEK 1:** (June 11-17, 2018)

Topic: Course Overview and Types of Drugs and Patterns of Use

Lecture 1: Course Overview and Types of Drugs and Patterns of Use

Reading 1: Ross et al. (2013). 'Section 1. 'Types of Drugs and Patterns of Use.'

Assignments/Activities: Online discussion #1, Journal entry #1, and Quiz # 1.

#### **WEEK 2:** (June 18-24, 2018)

Topic: Drug Effects and Settings

Lecture 2: Drug Effects and Settings

Reading 2: Ross et al. (2013). 'Section 2. Drug Effects.'

*Suggested readings:*

Duff, C. (2008). The pleasure in context. *International Journal of Drug Policy*, 19(5), 384-392.

Hartogsohn, I. (2017). Constructing drug effects: A history of set and setting. *Drug, Science, Policy and Law*, 3, 1-17.

Holt, M., & Treloar, C. (2008). Pleasure and drugs. *International Journal of Drug Policy*, 19(5), 349-352.

Assignments/Activities: Online discussion #2, Journal entry #2, and Quiz # 2.

**WEEK 3:** (June 25-July 1, 2018)

Topic: Drug Policy, Treatment, and Problems

Lecture 3: Drug Policy, Treatment, and Problems

Reading 3: 'Section 3: Ross et al. (2013). 'Section 3. Drug Policy, Treatment and Perception of the Drug Problem.'

*Suggested readings:*

Bewely-Taylor, D., & Jelsma, M. (2011). Fifty years of the 1961 Single Convention on Narcotic Drugs: A reinterpretation. *Series on Legislative Reform of Drug Policies*, 12, 1-20.

Bullington, B., Munns, J.G., & Geis, G. (1969). Purchase of conformity: Ex-narcotic addicts among the bourgeoisie. *Social Problems*, 16(4), 456-463.

Lindesmith, A.R. (1938). A sociological theory of drug addiction. *American Journal of Sociology*, 43(4), 593-613.

Pearson, C., & Bourgois, P. (1995). Hope to die a dope fiend. *Cultural Anthropology*, 10(4), 587-593.

Assignments/Activities: Online discussion #3, Journal entry #3, Quiz # 3.

**WEEK 4:** (July 2-8, 2018)

Topic: Drugs and Culture

Lecture 4: Popular Culture and Drugs

Readings 4: Golub, Johnson, & Dunlap. (2005). Subcultural evolution and illicit drug use. *Addiction Research and Theory*, 13(3), 217-229.

Reading 5: Moore, D. (2004). Beyond “subculture” in the ethnography of illicit drug use. *Contemporary Drug Problems*, 31(2), 181-212.

Reading 6: Davis, F., & Munoz, L. (1968). Heads and freaks: Patterns and meanings of drug use among hippies. *Journal of Health and Social Behavior*, 9(2), 156-164.

Reading 7: Winstock, A.R., Griffiths, P., & Stewart, D. (2001). Drugs and the dance music scene: A survey of current drug use patterns among a sample of dance music enthusiasts in the UK. *Drug and Alcohol Dependence*, 64(1), 9-17.

*Suggested readings:*

Holm, S., Sandberg, S., Kolind, T., & Hesse, M. (2014). The importance of cannabis culture in young adult cannabis use. *Journal of Substance Use*, 19(3), 251-256.

Kelly, B.C., Trimarco, J., LeClair, A., Pawson, M., Parsons, J.T., & Golub, S.A. (2015). Symbolic boundaries, subcultural capital and prescription drug misuse across youth cultures. *Sociology of Health & Illness*, 37(3), 325-339.

Pedersen, W. (2009). Cannabis use: Subcultural opposition or social marginality? A population-based longitudinal study. *Acta Sociological*, 52(2), 135-148.

Reinarman, C., & Cohen, P. (2007). Lineaments of cannabis culture: Rules regulating use in Amsterdam and San Francisco. *Contemporary Justice Review*, 10(4), 393-410.

Sandberg, S. (2012). The importance of culture for cannabis markets: Toward an economic sociology of illegal drug markets. *British Journal of Criminology*, 52(6), 1133-1151.

Sandberg, S. (2013). Cannabis culture: A stable subculture in a changing world. *Criminology and Criminal Justice*, 13(1), 63-79.

Assignments/Activities: Online discussion #4, Journal entry #4, and Quiz # 4.

**Assignment due:** Term paper ‘concept map’ is due by 10:30 p.m. Sunday, July 8<sup>th</sup>.

**WEEK 5:** (July 9-15, 2018)

Topic: Drug Profile: Alcohol, Tobacco, and Caffeine

Lecture 5: Licit Drugs: Alcohol, Tobacco, and Caffeine

Readings 8: Bos, H., van Beusekom, G., & Sandfort, T. (2016). Drinking motives, alcohol use, and sexual attraction in youth. *The Journal of Sex Research*, 53(3), 309-312.

Reading 9: Cooper, B.R., Weybright, E.H., & Bumpus, M.F. (2017). Exploring alcohol use motivations in underage college students. *Emerging Adulthood*, 1-12.

Reading 10: Hall, W., Kozlowski, L.T. (2017). The diverging trajectories of cannabis and tobacco policies in the United States: Reasons and possible implications. *Addiction*, 113(4), 595-601.

Reading 11: Lippert, A.M. (2015). Do adolescent smokers use e-cigarettes to help them quit? The sociodemographic correlates and cessation motivations of U.S. adolescent e-cigarette use. *American Journal of Health Promotion*, 29(6), 374-379.

Reading 12: Paschall, M.J., Grube, J.W., & Kypri, K. (2009). Alcohol control policies and alcohol consumption by youths: A multi-national study. *Addiction*, 104(11), 1849-1855.

*Suggested readings:*

Beeghly, L., Bock, E.W., & Cochran, J.K. (1990). Religious change and alcohol use: An application of reference group and socialization theory. *Sociological Forum*, 5, 261-278.

Cooper, M.L. (1994). Motivations for alcohol use among adolescents: Development and validation of a four-factor model. *Psychological Assessment*, 6(2), 117.

Halsey, L.G., Huber, J.W., Bufton, R.D.J., & Little, A.C. (2010). An explanation for enhanced perceptions of attractiveness after alcohol consumption. *Alcohol*, 44(4), 307-313.

Ham, L.S., Zamboanga, B.L., Bridges, A.J., Casner, H.G., & Bacon, A.K. (2013). Alcohol expectancies and alcohol use frequency: Does drinking context matter? *Cognitive Therapy and Research*, 37(3), 620-632.

Patrick, M.E., Evans-Polce, R., Kloska, D.D., Maggs, J.L., & Lanza, S.T. (2017). Age-related changes in associations between reasons for alcohol use and high-intensity drinking across young adulthood. *Journal of Studies on Alcohol and Drugs*, 78(4), 558-570.

Rice, P.M. (1996). The archaeology of wine: The wine and brandy haciendas of Moquegua, Peru. *Journal of Field Archaeology*, 23(2), 187-204.

Roebuck, J., & Spray, S.L. (1967). The cocktail lounge: A study of heterosexual relations in a public organization. *American Journal of Sociology*, 72(4), 388-395.

Assignments/Activities: Online discussion #5, Journal entry #5, and Quiz # 5.

**WEEK 6:** (July 16-22, 2018)

Topic: Drug Profile: Opium, Opiates, and Heroin



## Lecture 6: Pain Relievers and Sedatives: Opium, Opiates, and Heroin

Reading 13: Agar, M., & Reisinger, H.S. (2002). A heroin epidemic at the intersection of histories: The 1960s epidemic among African Americans in Baltimore. *Medical Anthropology*, 21(2), 115-156.

Reading 14: Boeri, M.W. (2004). "Hell, I'm an addict, but I ain't no junkie:" An ethnographic analysis of aging heroin users. *Human Organization*, 63(2), 236-245.

Reading 15: Daniulaityte, R., Falck, R., & Carlson, R.G. (2014). Sources of pharmaceutical opioids for non-medical use among young adults. *Journal of Psychoactive Drugs*, 46(3), 198-207.

Reading 16: Faupel, C.E., & Klockars, C.B. (1987). Drugs-crime connections: Elaborations from the life histories of hard-core heroin addicts. *Social Problems*, 34(1), 54-68.

Reading 17: Pawson, M., Kelly, B.C., Wells, B.E., & Parsons, J.T. (2016). Becoming a prescription pill smoker: Revisiting Becker. *Criminology and Criminal Justice*, 1-16.

### *Suggested readings:*

Bretteville-Jensen, A.L. (1999). Gender, heroin consumption and economic behavior. *Health Economics*, 8(5), 379-389.

Dabney, D.A., & Hollinger, R.C. (1999). Illicit prescription drug use among pharmacists: Evidence of a paradox of familiarity. *Work and Occupation*, 26(1), 77-106.

Dabney, D.A., & Hoolinger, R.C. (2002). Drugged druggists: The convergence of two criminal career trajectories. *Justice Quarterly*, 19(1), 181-213.

Dasgupta, N., Freifeld, C., Brownstein, J.S., Menone, C.M., et al. (2013). Crowdsourcing black market prices for prescription opioids. *Journal of Medical Internet Research*, 15(8), e178.

Davies, D. (June 29, 2017). What happens when the heroin epidemic hits small town America? NPR Online. Retrieved from <https://www.npr.org/2017/06/29/534868012/what-happens-when-the-heroin-epidemic-hits-small-town-america>

Inciardi, J.A., Surratt, H.L., Cicero, T.J., Rosenblum, A., et al. (2010). Prescription drugs purchased through the internet: Who are the end users? *Drugs and Alcohol Dependence*, 110(1), 21-29.

Natarajan, M. (2006). Understanding the structure of a large heroin distribution network: A quantitative analysis of qualitative data. *Journal of Quantitative Criminology*, 22(2), 171-192.

Orsolini, L., Francesconi, G., Papanti, D., Giorgetti, A., & Schifano, F. (2015). Profiling online recreational/prescription drugs' customers and overview of drug vending virtual marketplaces. *Human Psychopharmacology: Clinical and Experimental*, 30, 302-318.

Rosenberg, T. (2007). When is a pain doctor a drug pusher? *New York Times Magazine*. Retrieved from <http://kerriesmyres.typepad.com/McIverpain.pdf>

White, J.M. (2004). Pleasure into pain: The consequences of long-term opioid use. *Addictive Behaviors*, 29(7), 1311-1324.

Assignments/Activities: Online discussion #6, Journal entry #6, and Quiz # 6.

**WEEK 7:** (July 23-29, 2018)

Topic: Drug Profile: Amphetamines, Cocaine, and Crack

Lecture 7: Stimulants and Uppers: Amphetamines and Cocaine

Reading 18: Grogger, J., & Willis, M. (2000). The emergence of crack cocaine and the rise in urban crime rates. *Review of Economics and Statistics*, 82(4), 519-529.

Reading 19: Johnson, B.D., Dunlap, E., & Tourigny, S.C. (2000). Crack distribution and abuse in New York. *Crime Prevention Studies*, 11, 19-58.

Reading 20: Murphy, S., Waldorf, D., & Reinerman, C. (1990). Drifting into dealing: Becoming a cocaine seller. *Qualitative Sociology*, 13(4), 321-343.

Reading 21: McCabe, S.E., Knight, J.R., Teter, C.J., & Wechsler, H. (2005). Non-medical use of prescription stimulants among US college students: Prevalence and correlates from a national survey. *Addiction*, 100(1), 96-106.

*Suggested readings:*

DeSantis, A.D., & Hane, A.C. (2010). "Adderall is definitely not a drug": Justifications for the illegal use of ADHD stimulants. *Substance Use & Misuse*, 45(1-2), 31-46.

Senjo, S.R. (2005). Trafficking in meth: An analysis of the differences between male and female dealers. *Journal of Drug Education*, 35(1), 59-77.

Sharpe, T. (2001). Sex-for-crack-cocaine exchange, poor black women, and pregnancy. *Qualitative Health Research*, 11(5), 612-630.

Sifaneck, S.J., & Neaigus, A. (2001). The ethnographic accessing, sampling and screening of hidden populations: Heroin sniffers in New York City. *Addiction Research & Theory*, 9(6), 519-543.

Assignments/Activities: Online discussion #7, Journal entry #7, and Quiz # 7.

**WEEK 8:** (July 30-August 5, 2018)

Topic: Drug Profile: Lysergic Acid Diethylamide (LSD), Phencyclidine (PCP), and Psilocybin mushrooms

Lecture 8: Party and Psychedelic Drugs: LSD, PCP and Mushrooms

Reading 22: McCambridge, J., Winstock, A., Hunt, N., & Mitcheson, L. (2007). 5-year trends in use of hallucinogens and other adjunct drugs among UK dance drug users. *European Addiction Research*, 13(1), 57-64.

Reading 23: Schmidt, Y., Enzler, F., Gasser, P., Grouzmann E., et al. (2015). Acute effects of lysergic acid diethylamide in healthy subjects. *Biological Psychiatry*, 78(8), 544-553.

Reading 24: Hendricks, P.S., Crawford, M.S., Cropsey, K.L., Copes, H., Sweat, N.M., et al. (2017). The relationships of classic psychedelic use with criminal behaviors in the United States adult population. *Journal of Psychopharmacology*, 1-12.

*Suggested readings:*

Barratt, F.S., Bradstreet, M.P., Leoustakos, J.M.S., Johnson, M.W., & Griffiths, R.R. (2016). The challenging experience questionnaire: Characterization of challenging experiences with psilocybin mushrooms. *Journal of Psychopharmacology*, 30(12), 1279-1295.

Carhart-Harris, R.L., Kaelen, M., Bolstridge, M., Williams, T.M., Williams, T.L., et al. (2016). The paradoxical psychological effects of lysergic acid diethylamide (LSD). *Psychological Medicine*, 46(7), 1379-1390.

Assignments/Activities: Online discussion #8, Journal entry #8, and Quiz # 8.

**Draft due:** The final date to submit a term paper draft for feedback from the instructor is Sunday, August 5<sup>th</sup> at 10:30 p.m.

**WEEK 9:** (August 6-12, 2018)

Topic: Drug Profile: Performance-enhancing Drugs (PEDs)

Lecture 9: Bigger, Stronger, Faster Cheaters?: Anabolic-Androgenic Steroids (AASs) and other Performance-Enhancing Drugs (PEDs)

Reading 25: Cohen, J., Collins, R., Darkes, J., & Gwartney, D. (2007). A league of their own: Demographics, motivations, and patterns of use of 1,955 male adult non-medical

anabolic steroid users in the United States. *Journal of the International Society of Sports Nutrition*, 4, 1-12.

Reading 26: Coomber, R., Pavlidis, A., Santos, G.H., Wilde, M., Schmidt, W., & Redshaw, C. (2014). The supply of steroids and other performance and image enhancing drugs (PIEDs) in one English city: Fakes, counterfeits, supplier trust, common beliefs and access. *Performance Enhancement & Health*, 3(3), 135-144.

Reading 27: Fitch, K.D. (2008). Androgenic-anabolic steroids and the Olympic games. *Asian Journal of Andrology*, 10(3), 384-390.

Reading 28: Maycock, B., & Howat, P. (2005). The barrier to illegal anabolic steroid use. *Drugs: Education, Prevention, and Policy*, 12(4), 317-325.

*Suggested readings:*

Antonopoulos, G., & Hall, A. (2016). 'Gain with no pain:' Anabolic-androgenic steroid trafficking in the UK. *European Journal of Criminology*, 1-18.

Athey, N., & Bouchard, M. (2013). The BALCO scandal: The social structure of a steroid distribution network. *Global Crime*, 14(2/3), 216-237.

Baker, J.S., Graham, M.R., & Davies, B. (2006). Steroid and prescription medicine abuse in the health and fitness community: A regional study. *European Journal of Internal Medicine*, 17(7), 479-484.

Brennan, B.P., Kanayama, G., & Pope, H.G. (2013). Performance-enhancing drugs on the web: A growing public-health issue. *The American Journal on Addiction*, 22(2), 158-161.

Kanayama, G., Hudson, J.I., & Pope, H.G. (2010). Illicit anabolic-androgenic steroid use. *Hormones and Behavior*, 58(1), 111-121.

Kindlundh, A.M., Isacson, D.G., Berglund, L., & Nyberg, F. (1999). Factors associated with adolescent use of doping agents: Anabolic-androgenic steroids. *Addiction*, 94(4), 543-553.

Maycock, B., & Howat, P. (2007). Social capital: Implications for an investigation of illegal anabolic steroid networks. *Health Education Research*, 22(6), 854-863.

McCabe, S.E., Brower, K.J., West, B.T., Nelson, T.F., & Wechsler, H. (2007). Trends in non-medical use of anabolic steroids by US college students: Results from four national surveys. *Drugs and Alcohol Dependence*, 90(2), 243-251.

Monaghan, L. (1999). Challenging medicine? Bodybuilding, drugs and risk. *Sociology of Health & Illness*, 21(6), 707-734.

Moaghan, L. (2001). Looking good, feeling good: The embodied pleasures of vibrant physicality. *Sociology of Health & Illness*, 23(3), 330-356.

Parkinson, A.B., Evans, N. (2006). Anabolic androgenic steroids: A survey of 500 users. *Medicine and Science in Sports and Exercise*, 38(4), 644-651.

Perry, P.J., Lund, B.C., Deminger, M.J., Kutscher, E.C., & Schneider, J. (2005). Anabolic steroid use in weightlifters and bodybuilders: An internet survey of drug utilization. *Clinical Journal of Sport Medicine: Official Journal of the Canadian Academy of Sports Medicine*, 15(5), 326-330.

Petrocelli, M., Oberweis, T., & Petrocelli, J. (2008). Getting huge, getting ripped: A qualitative exploration of recreational steroid use. *Journal of Drug Issues*, 38(4), 1187-1205.

Rowe, R., Berger, I., & Copeland, J. (2016). 'No pain, no gainz?' Performance and image-enhancing drug, health effects and information seeking. *Drugs: Education, Prevention, and Policy*, 1-9.

Van de Ven, K., & Mulrooney, K. (2017). Social suppliers: Exploring the cultural contours of the performance and image-enhancing drug (PIED) market among bodybuilders in the Netherlands and Belgium. *International Journal of Drug Policy*, 40, 6-15.

Wright, S., Hunter, G., & Grogan, S. (2001). Body-builders' attitudes towards steroid use. *Drugs: Education, Prevention, and Policy*, 8(1), 91-95.

Wright, S., Grogan, S., & Hunter, G. (2000). Motivations for anabolic steroid use among bodybuilders. *Journal of Health Psychology*, 5(4), 566-571.

Assignments/Activities: Online discussion #9, Journal entry #9, and Quiz # 9.

**Term paper due:** The final date to submit term papers without receiving a late penalty is Sunday, August 12<sup>th</sup> at 10:30 p.m.

**WEEK 10:** (August 13-19, 2018)

Topics: Drug Profile: Cannabis

Lecture 10: The Changing Nature of Cannabis Cultivation, Distribution, and Use

Reading 29: Becker, H. (1953). Becoming a marihuana user. *American Journal of Sociology*, 59(3), 235-242.

Reading 30: Athey, N., Boyd, N., & Cohen, E. (2017). Becoming a medical marijuana user: Reflections on Becker's trilogy—learning techniques, experiencing effects, and perceiving those effects as enjoyable. *Contemporary Drug Problems*, 44(3), 212-231.

Reading 31: Belackova, V., & Vaccaro, C.A. (2013). “A friend with weed is a friend indeed:” Understanding the relationship between friendship identity and market relations among marijuana users. *Journal of Drug Issues*, 43(3), 289-313.

Reading 32: Borodovsky, J.T., Crosier, B.S., Lee, D.C., Sargent, J.D., & Budney, A.J. (2016). Smoking, vaping, eating: Is legalization impacting the way people use cannabis? *International Journal of Drug Policy*, 36, 141-147.

Reading 33: Bostwick, J. (2012). Blurred boundaries: The therapeutics and politics of medical marijuana. *Mayo Clinic Proceedings*, 87(2), 172-186.

Reading 34: Frank, V.A., Christensen, A.S., & Dahl, H.V. (2013). Cannabis use during a life-course—Integrating cannabis use into everyday life. *Drugs and Alcohol Today*, 13(1), 44-50.

Reading 35: Lin, L.A., Ilgen, M.A., Jannausch, M., & Bohnert, K.M. (2016). Comparing adults who use cannabis medically with those who use recreationally: Results from a national sample. *Addictive Behavior*, 61, 99-103.

*Suggested readings:*

Acevedo, B. (2007). Creating the cannabis user: A post-structuralist analysis of the re-classification of cannabis in the United Kingdom (2004-2005). *International Journal of Drug Policy*, 18(3), 177-186.

Belackova, V., Maalsté, N., Zabransky, T., & Grund, J.P. (2015). “Should I buy or should I grow?” How drug policy institutions and drug market transaction costs shape the decision to self-supply with cannabis in the Netherlands and the Czech Republic. *International Journal of Drug Policy*, 26(3), 296-310.

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Felder, C.C. (2006). Cannabinoids biology: The search for new therapeutic targets. *Molecular Interventions*, 6(3), 149-161.

Galiher, J.F., & Walker, A. (1977). The puzzle of the social origins of the Marijuana Tax Act of 1937. *Social Problems*, 24(3), 367-376.

Gorman, D.M., & Huber, J.C. (2007). Do medical cannabis laws encourage cannabis use? *International Journal of Drug Policy*, 18(3), 160-167.

Hammersley, R., Jenkins, R., & Reid, M. (2001). Cannabis use and social identity. *Addiction Research & Theory*, 9(2), 133-150.

Hathaway, A. (2004). Cannabis careers reconsidered: Transitions and trajectories of committed long-term users. *Contemporary Drug Problems*, 31, 401-424.

Hathaway, A. (2004). Cannabis users' informal rules for managing stigma and risk. *Deviant Behavior*, 25(6), 559-577.

Pedersen, W. (2015). From badness to illness: Medical cannabis and self-diagnosed attention deficit hyperactivity disorder. *Addiction Research & Theory*, 23(3), 177-186.

Reinarman, C., Cohen, P., & Kaal, H.L. (2004). The limited relevance of drug policy: Cannabis in Amsterdam and San Francisco. *American Journal of Public Health*, 94(5), 836-842.

Weisheit, R. (1991). The intangible rewards from crime: The case of domestic marijuana cultivation. *Crime & Delinquency*, 37(4), 506-527.

Assignments/Activities: Online discussion #10, Journal entry #10, and Quiz # 10.

**Final examination:** The final examination, worth 25% of your final grade, will be available after the last week of classes. Exams must be completed in one sitting. The exam will be cumulative and include 20 multiple choice, 10 true/false, 5 short answer, and 2 long answer questions and total 50 points, which will then be divided by 2 to give a raw percentage score (out of 25%).

**Completed journal due:** The final date to submit course journals without receiving a late penalty is Sunday August 19<sup>th</sup> at 10:30 p.m.