CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Sociology

DATE SUBMITTED:

COURSE NUMBER: CAS SO 326

COURSE TITLE: The Social Construction of Drugs

INSTRUCTOR(S): Ana Villarreal

TO BE FIRST OFFERED: Sem./Year: __Fall__/2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

S OCDRUG

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Introduces the main theoretical approaches used to analyze drugs as social constructions in the social sciences. Explores the basic history of some of the most ubiquitous stimulants of our time. In the process, students practice thinking of social constructions in historical perspective.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

Students should have taken at least one other sociology course or have consent of instructor.

2. Explain the need for these prerequisites:

Since the course will be offered at the 300 level, students who have prior introduction to sociological concepts and methodology will be more successful in the course.
CREDITS: (check one)

☐ Half course: 2 credits  ☐ Variable: Please describe.

☒ Full course: 4 credits  ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

This course meets both credential for 4 credits explained above. The course will meet for 3 hours each week and will require 12 hours/week of effort for students to succeed in the course.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☒ No.  ☐ Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☒ Once a year, fall  ☐ Once a year, spring  ☐ Every other year

☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

The course will serve sociology majors and minors as well as mid-level undergraduate students in other programs. A critical sociological perspective on drugs will be of interest to a range of students, including those studying the sociology of health and illness, cities and crime. There are several courses on drugs taught on campus, including CAS PS 333 Drugs and Behavior, GMS FS830 Forensic Toxicology and IR 290 Drugs and Security in the Americas. These three courses take a neuroscience, pharmacokinetic and foreign policy approach to the study of drugs, which is different from the proposed course which takes a sociological approach. Specifically, SO 316 will consider a broader approach to study of "drugs" that includes both illicit and licit substances that pose no national or international
security threat (caffeine, tobacco, alcohol, among others). The focus of SO 316 is not on drug-related foreign policy but on how some substances become socially constructed as a threat and not others. In addition, SO 316 will look at the social consequences of drugs through the works of ethnographers of crack dealing and drug robberies in the inner-city.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

The course will enroll between 25 and 35 students when it is offered each fall for the foreseeable future.

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   - [X] No.
   - [ ] Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No special equipment of facilities are needed.
STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

The offering of this course will not impact staffing for other courses.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

There will be new budgetary needs or implications related to this course.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION:
Hannah Walters
Undergraduate Program Coordinator

DEPARTMENT CONTACT EMAIL AND PHONE:
H Walters@bu.edu
617-353-2597

DEPARTMENT APPROVAL: _______ Nazli Kibria ___________________________ 01/27/17 Date
Department Chair

Other Department Chair(s) (for cross-listed courses) ___________________________ Date
DEAN’S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date:________________________
☐ Tabled    Date:________________________
☐ Not Approved  Date:_____________________

Divisional Studies Credit:

☐ Endorsed

☐ HU
☐ MCS
☐ NS
☐ SS

☐ Not endorsed

______________________________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ____________________________

______________________________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY:  Faculty Meeting Date: ______________________  ☐ Approved  ☐ Not Approved

______________________________________________________________
Curriculum Administrator Signature and Date

Comments:
Cognate Comment Request

TO: Name: Associate Dean Bill Grimes
Department: Pardee School/International Studies

FROM: Name: Hannah Walters
Department: Sociology
Telephone: 617-353-2597 E-mail hwalters@bu.edu

Course Number: CAS SO 326
Course or Program Title: Social Construction of Drugs

Our Department/Program would like to request cognate comments on this course (or program). A complete proposal is attached for your review. If you need further information, please do not hesitate to contact me.

Kindly return the signed original to me by 01/11/2017 so that I may include your comments when submitting our proposal for review and approval. Please do not send any cognate letters directly to the address above. Thank you.

COMMENTS: 
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Please explain fully any objections.

Signature: ___________________________ Date: 1/10/2017

Title: Associate Dean for Academic Affairs
Date: **01/04/2017**

**Cognate Comment Request**

<table>
<thead>
<tr>
<th>TO:</th>
<th>Name: David Mayers</th>
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<tbody>
<tr>
<td>Department:</td>
<td>Political Science</td>
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<table>
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<tr>
<th>FROM:</th>
<th>Name: Hannah Walters</th>
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<tbody>
<tr>
<td>Department:</td>
<td>Sociology</td>
</tr>
<tr>
<td>Telephone:</td>
<td>617-353-2597</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:hwalters@bu.edu">hwalters@bu.edu</a></td>
</tr>
</tbody>
</table>

Course Number: **SO 316 326**

Course or Program Title: **Social Construction of Drugs**

Our Department/Program would like to request cognate comments on this course (or program). A complete proposal is attached for your review. If you need further information, please do not hesitate to contact me.

Kindly return the signed original to me by **01/11/2017** so that I may include your comments when submitting our proposal for review and approval. Please do not send any cognate letters directly to the address above. Thank you.

**COMMENTS:**

We enthusiastically support this course.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

*Please explain fully any objections.*

Signature: ________________ Date: January 12, 2017

Title: Department Chair, Political Science
THE SOCIAL CONSTRUCTION OF DRUGS
Boston University, Fall 2017

Prof. Ana Villarreal
Sociology Department
96 Cummington Mall, Room 275
anav@bu.edu

Course Description

In the first part of this course, we will discuss the main theoretical approaches developed by sociologists and historians to examine the social construction of drugs. Sociologists have focused on how and why some substances become “labeled” as deviant and not others. Historians have taken a broader approach, examining the “psychoactive revolution” that took place over the past four centuries as coffee, tea, tobacco, chocolate, liquor, opium, morphine, heroin, cocaine, among other stimulants, became global commodities. We will combine these two approaches to ask how and why the use of some plants and their derivatives became accepted into mainstream society and not others over time. For example, we will consider the simultaneous development of coffee and early capitalism, as well as cigarettes, liquor and industrialization. In the second part of this course, we will investigate the socio-historical construction of one substance that profoundly transformed the American continent in the 20th century: cocaine. We will delve into the evolution of this $38 billion commodity from medical promise to global menace, as well as its transformation of social life from the Andean mountains to the streets of East Harlem and the South Bronx.

Course Objectives

In this course, you will become acquainted with the main theoretical approaches used to analyze drugs as social constructions in the social sciences. You will learn the basic history of some of the most ubiquitous stimulants of our time. In the process, you will also practice thinking of social constructions in historical perspective.

Readings

The following books are available at the Barnes & Nobles Bookstore. Copies of these books are also in reserve at the Mugar Memorial Library.

University of North Carolina Press.

**Grading and Requirements**

10%  Attendance and regular in-class participation

10%  Regular posting of weekly reading responses on Blackboard

5%  One 10 minute oral presentation of one of the readings discussed in class. Presentations should cover the main points of each reading, relate the text to other chapters/books read in class, current events (especially the “war on drugs”), and provide discussion questions for the group. Students will sign up for class presentations on the second week of class.

25%  Essay # 1 Drug Trajectories— How and why did some “drugs” become accepted and others shut out of mainstream Western society? Compare and contrast Howard’s labeling theory with Wolfgang Schivelbusch’s and David Courtwright’s historical narratives in a 6-8 page essay (double-spaced).

25%  Essay # 2 Cocaine’s Trajectory—*How and why did cocaine become a global menace?*

   A) Outline the three stages of cocaine’s trajectory examined in Paul Gootenberg’s *Andean Cocaine: The Making of a Global Drug.* Establish relevant links between cocaine’s trajectory and the two socio-historical narratives on the creation of global drugs we read earlier this semester.

   B) Draw on Phillipe Bourgois’ *In Search of Respect* to examine the social impact of cocaine’s rise as an illicit drug in the Americas.

25%  The final assignment has two components: a 10-page research paper on a topic of your choice related to the content of this class (20% of your final grade) and a 750-word op-ed style essay relaying your main argument to a non-academic audience (5% of your final grade). Op-eds will be shared and discussed on the day of your final exam.

**Office Hours**

I require that you sign up for my office hours once in the semester, preferably in the first few weeks of class. Please sign up here: https://www.wejoinin.com/sheets/ggtre

**Disability Accommodations**

I will be happy to accommodate all recommendations from the Office of Disability Services.
**Academic Conduct**

To ensure a productive and supportive learning environment, be respectful and honest at all times as outlined in the BU Academic Conduct Code (CAS). Make sure you are familiarized with this document: [http://www.bu.edu/academics/policies/academic-conduct-code/](http://www.bu.edu/academics/policies/academic-conduct-code/)

**Course Schedule**

**PART I. THE MAKING OF MODERN DRUGS AND PROHIBITION**

**Week 1. Introduction**

Tu 9/6  What are “drugs”?  
Th 9/8  Becker, *Outsiders*, Chapters 1 and 10

**Week 2. Coffee, Tea and Chocolate**

Tu 9/13  Schivelbusch, *Tastes of Paradise*, Preface, Chapters 1 and 2  
Th 9/15  Schivelbusch, *Tastes of Paradise*, Chapters 3 and 4

**Week 3. Tobacco and Alcohol**

Tu 9/20  Schivelbusch, *Tastes of Paradise*, Chapters 5, 6 and 7  
Th 9/22  Schivelbusch, *Tastes of Paradise*, Chapter 8 and Afterword

**Week 4. Opium, Cannabis and Coca**

Tu 9/27  Courtwright, *Forces of Habit*, Chapters 1, 2 and 3  
Th 9/29  Courtwright, *Forces of Habit*, Chapters 4 and 5

**Week 5. Drugs as the Sorcerer’s Apprentices**

Tu 10/4  Courtwright, *Forces of Habit*, Chapters 6, 7 and 8  
Th 10/6  Courtwright, *Forces of Habit*, Chapters 9 and 10
PART II. DRUG TRAJECTORIES: A CLOSE-UP ON COCAINE

Week 6. The Making of a National Commodity in Peru
Tu 10/11       No Class / Substitute Monday Schedule of Classes
Th 10/13       Essay # 1 Due In Class

Week 7. Globalization and Prohibition
Tu 10/18       Gootenberg, _Andean Cocaine_, Introduction and Chapter 1
Th 10/20       Gootenberg, _Andean Cocaine_, Chapters 2 and 3

Week 8. Illicit Cocaine
Tu 10/25       Gootenberg, _Andean Cocaine_, Chapters 4 and 5
Th 10/27       Documentary: Cocaine Cowboys

Week 9. Crack in the United States
Tu 11/1        Gootenberg, _Andean Cocaine_, Chapters 6 and 7
Th 11/3        Bourgois, _In Search of Respect_, Preface, Introduction and Chapter 1

Week 10. Drugs in the Streets of East Harlem
Tu 11/8        Bourgois, _In Search of Respect_, Chapters 2 and 3
Th 11/10       Bourgois, _In Search of Respect_, Chapters 4 and 5

Week 11. Vulnerability and Pain in the Inner-City
Tu 11/15       Bourgois, _In Search of Respect_, Chapters 6 and 7
Th 11/17       Bourgois, _In Search of Respect_, Chapter 8, Conclusion and Epilogues
Week 12. Becoming Drug Robbers in the South Bronx

Tu 11/22  Essay # 2 Due
Th 11/24  Thanksgiving Break – Enjoy!

Week 13. “Crack is Dead”

Tu 11/29  Contreras, The Stickup Kids, Introduction, Chapters 1 and 2
Th 12/1  Contreras, The Stickup Kids, Chapters 3, 4 and 5

Week 14. The Stick-Up

Tu 12/6  Contreras, The Stickup Kids, Chapters 6, 7 and 8
Th 12/8  Contreras, The Stickup Kids, Chapters 9, 10, 11 and Conclusion

Final paper and op-ed due on the day of your final exam (TBA)