

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/22/2013

1b. Department/Division: History

1c. Contact Person

Name: Philip Harling

Email: harling@uky.edu

Phone: 257-1246

Responsible Faculty ID (if different from Contact)

Name: Scott K. Taylor

Email: scottktaylor@uky.edu

Phone: 257-1515

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Humanities

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: HIS 130

2c. Full Title: Drugs and Alcohol in Western Civilization, 1492 to the Present

2d. Transcript Title: Drugs and Alcohol in Western Civilization

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

RECITATION: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

- 2j. Course Description for Bulletin: "Alcohol and Drugs in Western Civilization" is an overview of the history of drugs and alcohol, and the individual and social problems that surround their use. The course begins when new or newly wide-spread stimulants like coffee, tea, tobacco, chocolate, sugar, and distilled spirits joined beer and wine as European consumer goods. The course then goes on to the more modern problems of increasingly potent drugs like heroin, cocaine, and cigarettes, and responses to them such as regulation, taxation, Prohibition, Alcoholics Anonymous, and the "War on Drugs." No prerequisites.
- 2k. Prerequisites, if any: none
- 2l. Supplementary Teaching Component:
3. Will this course taught off campus? No
If YES, enter the off campus address:
4. Frequency of Course Offering: Fall,
Will the course be offered every year?: Yes
If No, explain:
5. Are facilities and personnel necessary for the proposed new course available?: Yes
If No, explain:
6. What enrollment (per section per semester) may reasonably be expected?: 80
7. Anticipated Student Demand
Will this course serve students primarily within the degree program?: No
Will it be of interest to a significant number of students outside the degree pgm?: Yes
If Yes, explain: [var7InterestExplain]
8. Check the category most applicable to this course: Relatively New -- Now Being Widely Established,
If No, explain:
9. Course Relationship to Program(s).
a. Is this course part of a proposed new program?: No
If YES, name the proposed new program:
b. Will this course be a new requirement for ANY program?: No
If YES, list affected programs:
10. Information to be Placed on Syllabus.
a. Is the course 400G or 500?: No
b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PETRONE|Karen Petrone|Dept approval for ZCOURSE_NEW HIS 130|20130118

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW HIS 130|20130118

SIGNATURE|WF-BATCH|Batch User|Subworkflow for GenEd Expert review|20130214

SIGNATURE|JALLISO|Jonathan M Allison|UKCEC Expert review ZCOURSE_NEW HIS 130|20130214

SIGNATURE|JMETT2|Joanie Eit-Mims|UKCore approval for ZCOURSE_NEW HIS 130|20130418

SIGNATURE|JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE_NEW HIS 130|20130418

SIGNATURE|PETRONE|Karen Petrone|Dept approval for ZCOURSE_NEW HIS 130|20130118

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW HIS 130|20130118

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	1240	Drugs Alcohol syllabus.docx
Delete	1241	Intellectual Inquiry Humanities Form-HIS 130.doc

First 1 Last

Select saved project to retrieve... Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Today's Date: 4/22/2013
- b. * Department/Division: History
- c.
 - * Contact Person Name: Philip Harling Email: harling@uky.edu Phone: 257-1246
 - * Responsible Faculty ID (if different from Contact): Scott K. Taylor Email: scottktaylor@uky.edu Phone: 257-1515
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number: HIS 130
- c. * Full Title: Drugs and Alcohol in Western Civilization, 1492 to the Present
- d. Transcript Title (if full title is more than 40 characters): Drugs and Alcohol in Western Civilization
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="2"/> Lecture	<input type="text" value="1"/> Laboratory ¹	<input type="text" value="1"/> Recitation	<input type="text" value=""/> Discussion
<input type="text" value=""/> Indep. Study	<input type="text" value=""/> Clinical	<input type="text" value=""/> Colloquium	<input type="text" value=""/> Practicum
<input type="text" value=""/> Research	<input type="text" value=""/> Residency	<input type="text" value=""/> Seminar	<input type="text" value=""/> Studio
<input type="text" value=""/> Other	If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

"Alcohol and Drugs in Western Civilization" is an overview of the history of drugs and alcohol, and the individual and social problems that surround their use. The course begins when new or newly wide-spread stimulants like coffee, tea, tobacco, chocolate, sugar, and distilled spirits joined beer and wine as European consumer goods. The course then goes on to the more modern problems of increasingly potent drugs like heroin, cocaine, and cigarettes, and responses to them such as regulation, taxation, Prohibition, Alcoholics Anonymous, and the "War on Drugs." No prerequisites.

k. Prerequisites, if any:

none

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 80

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The hope is that this course will appeal to students with an interest in the sciences and social sciences -- e.g. Biology and Psychology

8. * Check the category most applicable to this course:

- Traditional – Offered In Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- ^[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.
- ^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, are two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#) [Delete Form Data and Attachments](#)

HIS 130 – Drugs and Alcohol in Western Civilization, 1492 to the Present

Syllabus mock-up for course proposal, based on calendar for Fall 2012

Monday/Wednesday/Friday, Fall 2012

Scott K. Taylor

scottktaylor@uky.edu

Patterson Office Tower 1761

257-1515 (email preferred)

Office hours: Mon, Wed 1:00-2:00, or by appointment

“Alcohol and Drugs in Western Civilization” is an overview of the history of drugs and alcohol, and the individual and social problems that surround their use. The course begins when new or newly widespread stimulants like coffee, tea, tobacco, chocolate, sugar, and distilled spirits joined beer and wine as European consumer goods. The course then goes on to the more modern problems of increasingly potent drugs like heroin, cocaine, and cigarettes, and responses to them such as regulation, taxation, Prohibition, Alcoholics Anonymous, and the “War on Drugs.” No prerequisites.

Course Goals/Student Learning Outcomes:

At the end of this course, students should be able to describe the contours of the development of drugs and alcohol in western history. They will also be able to distinguish between the different trajectories of different drugs in the society and culture.

They should also be able to demonstrate how ideas about drugs and alcohol, and the experience of using them, connects to other aspects of history, such as government regulation, medical thought, and the changing understanding of the individual in society.

Students should be prepared to analyze the position of specific drugs and alcoholic beverages in specific times and places in western history, and explain the how the context of that time and place helped shape the history of that drug.

Furthermore, students should be able to evaluate the different approaches that historians, psychologists, physicians, and cultural theorists have articulated about the history of drugs and alcohol.

Lastly, students will be expected to be able to apply the facts and theoretical apparatus learned in this course when encountering new information about drugs and alcohol in western history.

Required Books for Purchase:

De Quincy, Thomas, *Confessions of an English Opium-Eater*, ed. Joel Faflak (Broadview Editions, 2009).

Inciardi, James A., and Karen McElrath, *The American Drug Scene: An Anthology*, 6th edition (Oxford University Press, 2010).

Lewis, Marc, *Memoirs of an Addicted Brain: A Neuroscientist Examines his Former Life on Drugs* (PublicAffairs, 2012).

Musto, David F., ed., *Drugs in America: A Documentary History* (New York University Press, 2002).

W., Bill, and Dick B., *Alcoholics Anonymous: The Original 1939 Edition* (Dover Publications, 2011).

Grading:

Discussion	200 pts	
Midterm	100 pts	A: 630-700 points
Book Review	100 pts	B: 560-629 points
First Response Paper	100 pts	C: 490-559 points
Second Response Paper	100 pts	D: 420-489 points
Final	100 pts	E: 0-419 points
Total:	700 pts	

Course Assignments:

Discussion: Students will be required to speak during the discussion sections, usually held on Friday, about the assigned reading.

Midterm and Final Exam: Students will take exams at the midpoint and end of the semester, both of which will contain a take-home essay and shorter questions to be completed in-class.

Book Review: A list of acceptable books will be provided for the students, who will choose one and write a 5 page review according to guidelines given out.

Response Paper: Students will choose two of a possible three papers (each with their own due date) in response to the primary sources that we are reading for class discussion. Questions for each of the three possible papers will be provided by the professor.

Final Examination: Date and place to be announced as soon as the University releases that information.

Mid-term Grades:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Attendance policy:

This is a college course. You are free to attend or not as you choose. Missing class will result in a lower participation grade, however, so please let me know, however, if there is something serious going on, like an illness or personal crisis, that will keep you away from class.

Class policies:

Once in the room, do not leave except for emergencies.

No eating, drinking, or use of tobacco products allowed, except for caffeinated beverages like coffee, tea, colas, that will help keep you awake!

I reserve the right to ask anyone to leave the class for rude or disrespectful behavior.

I reserve the right to change the syllabus at any time.

All written work must be submitted in paper and on SafeAssign through Blackboard.

Check email daily, as this is how I will communicate to the class outside of the classroom.

Unless a student hands in an assignment directly to me personally, the responsibility for ensuring that the assignment is counted rests entirely with the student. Late assignments lose one letter grade per day that the course meets until completed.

Attendance Policy:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Also: If you aren't sure if you are sourcing correctly in your paper, ask! No one will ever be punished for being unclear about how to cite one's sources in a paper.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

If a student has a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, one must provide me with a Letter of Accommodation from the Disability Resource Center for coordination of campus disability services.

Schedule:

Week 1:

Wed Aug 22 Introduction

Fri Aug 24 Reading: Inciardi & McElrath 1, "The Evolution of Drug Taking and Drug Seeking in America," 8, "A Brief History of Alcohol." 30 pages.

Week 2:

Mon Aug 27 Lecture: The European Heritage: Beer & Wine

Wed Aug 29 Lecture: The Columbian Exchange: Tobacco & Chocolate

Fri Aug 31 Reading: James I of England, "A Counterblaste to Tobacco"; John Chamberlayne, *The Natural History of Coffee, Thee, Chocolate, Tobacco in Four Several Sections*. (both available on EEBO). 50 pages.

Week 3:

Mon Sept 3 **Labor Day**

Wed Sept 5 Lecture: The Gin Craze & Rum

Fri Sept 7 Reading: Musto 2; Henry Fielding, *An Enquiry into the Causes of the Late Increase of Robbers*, (ECCO); Jessica Warner, "Can Legislation Prevent Debauchery? Mother Gin and Public Health in 18th-Century England," and "'Resolv'd to Drink No More': Addiction as Preindustrial Construct." (JSTOR or Project Muse) 65 pages.

Week 4:

Mon Sept 10 Lecture: Vice, Luxury, and the Medical Theory of Alcoholism

Wed Sept 12 Lecture: Coffeehouses & Tea

Fri Sept 14 Reading: Musto 4, *The Tatler* and *The Spectator* on coffeehouses (ECCO); Brian Cowan, "Mr. Spectator and the Coffeehouse Public Sphere," and "What was Masculine about the Public Sphere? Gender and the Coffeehouse Milieu in Post-Restoration England." (JSTOR or Project Muse). 75 pages.

Week 5:

- Mon Sept 17 Lecture: The Plantation Complex: Sugar & Slaves
Wed Sept 19 Lecture: Failed Drugs: Kava, Betel, Qat, & Peyote
Fri Sept 21 Reading: William Fox, *An Address to the People of Great Britain, on the Propriety of Refraining from the Use of West India Sugar and Rum* (ECCO); Claire Midgley, "Slave Sugar Boycotts, Female Activism and the Domestic Base of British-Anti-Slavery Culture" (JSTOR). 65 pages.

Week 6:

- Mon Sept 24 Lecture: Opium
Book Review Due
Wed Sept 26 Lecture: The Opium Wars
Fri Sept 28 De Quincey, *Confessions of an English Opium-Eater* (120 pages)

Week 7:

- Mon Oct 1 Lecture: Temperance & Gender
Wed Oct 3 Lecture: Laudanum to Morphine
Fri Oct 5 Musto 6-9, 30-35. 75 pages.

Week 8:

- Mon Oct 8 Lecture: Cocaine & Coca-Cola
Wed Oct 10 Lecture: Prohibition
Fri Oct 12 Musto 10-13, 49-56; Inciardi & McElrath 20, "America's First Cocaine Epidemic." 70 pages.
First Response Paper Due

Week 9:

- Mon Oct 15 **Midterm**
Wed Oct 17 Lecture: Organized Crime & Repeal
Fri Oct 19 Musto 14-19. 35 pages.

Week 10:

- Mon Oct 22 Lecture: Alcoholics Anonymous
Wed Oct 24 Lecture: Marijuana & Race
Fri Oct 26 Reading: *Alcoholics Anonymous*. 120 pages.

Week 11:

Mon Oct 29 Lecture: Heroin

Wed Oct 31 Lecture: Hallucinogens

Fri Nov 2 Reading: Musto 46, 65; Inciardi & McElrath 5, "Dope Fiends and Degenerates: The Gendering of Addiction in the Early Twentieth Century," 16, "Dope Fiend" Mythology," 17, "Taking Care of Business: The Heroin Addict's Life on the Street." 50 pages.
Second Response Paper Due

Week 12:

Mon Nov 5 Lecture: Cigarettes, Advertising, & Cancer

Wed Nov 7 Lecture: The 1960's & 70's

Fri Nov 9 Reading: Musto, Chs 46, 68, 70. 20 pages.

Week 13:

Mon Nov 12 Lecture: The War on Drugs – Crime or Disease?

Wed Nov 14 Lecture: Crack & Race

Fri Nov 16 Reading: Musto, Chs 44-45, 58-61; Inciardi & McElrath 7, “The Social Impact of Drugs and the War on Drugs: The Social Construction of Drug Scares,” 22, “African Americans, Crack, and the Federal Sentencing Guidelines,” 31, “The Drugs/Violence Nexus: A Tripartite Conceptual Framework,” 32, “Sex Work and Drug Use in a Subculture of Violence,” 34, “Gender-Specific Issues in the Treatment of Drug-Involved Women,” 40, “Commonsense Drug Policy,” 41, “Why Can’t We Make Prohibition Work Better? Some Consequences of Ignoring the Unattractive,” 42, “Clinical and Societal Implications of Drug Legalization.” 130 pages.

Week 14:

Mon Nov 19 Lecture: Sports & Doping

Thanksgiving Break

Week 15:

Mon Nov 26 Lecture: The War on Drugs

Wed Nov 28 Lecture: Prescription Drugs and Medical Marijuana

Fri Nov 29 Reading: Musto, Chs 47, 74-76; Inciardi & McElrath 11, “Getting Huge, Getting Ripped: A Qualitative Exploration of Recreational Steroid Use,” 13, “Blunts and Blowtjes: Cannabis Use Practices in Two Cultural Settings and Their Implications for Secondary Prevention,” 15, “Medical Marijuana in a Time of Prohibition,” 27, “A Very Childish Moral Panic: Ritalin.” 100 pages.

Third Response Paper Due

Week 16:

Mon Dec 3 Lecture: The Global Reach: Smuggling, Crime, and Environment in Latin America

Wed Dec 5 Lecture: Expanding the Idea of “Addiction”: Gambling, Sex, Video Games

Fri Dec 7 Lewis, *Memoirs of an Addicted Brain*. 120 pages.

TBA **Final**

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation	
Accept <input type="checkbox"/>	Revisions Needed <input type="checkbox"/>

Course: HIS 130

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

The book review, required of all students.

Brief Description:

Each student will choose a monograph, from a list provided by the instructor, and analyze it - not just summarize it - and compare it to other viewpoints that the class has read together, putting it into the context of existing scholarship on the history of drugs and alcohol.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Class discussion and the midterm and final exams.

Brief Description:

One of the themes that will run throughout the course will be the debate about whether addiction to drugs and alcohol are primarily a medical problem or a moral problem. This debate has existed in western society since around 1800, and has broad implications for how addicts and society in general understands alcoholism and drug addiction, including the attitude that society adopts towards addicts and alcoholics, how addiction should be treated, and how deeply the state should be involved in these issues.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Class discussion and the midterm and final exams.

Brief Description:

Not only will we analyze the way that different cultures treat alcohol and various drugs, as in the discussion of why some regional drugs, like qat and peyote, never became global, but we will also look at how western society has attempted to stop or curtail the usage of drugs, and for what reasons. Two examples include the attempted boycott of sugar in Britain the late 18th century thanks to its production through slave labor (Week 5), and the recent debate about the legalization of drugs like marijuana and heroin in the United States (Week 15).

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts,

methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Class discussion, midterm and final exams.

Brief Description:

One historical concept would include globalization: students will be required to display an understanding of, for example, the global market forces that turned regional drugs like coffee, tobacco, or cocaine into the international drugs (Weeks 2, 5, & 16). One historical method would be the use of primary sources, written by people in the past, to understand the problems and mind-sets of past cultures, which students will be doing every single week in discussion sections.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Both of the Response Papers.

Brief Description:

The Response Papers, five pages long, will require the students to read sources written by actors in the past who wrestled with what they believed were the problems that alcohol and drugs posed to their own societies. Students will choose two of the following three options: opium in 18th century England (due Friday, October 12), alcohol in the United States during the early 20th century (due Friday, November 2), or the late 20th-century War on Drugs in the United States (due Friday November 29). This will entail a close reading of two of the following three works: Thomas de Quincey's "Confessions of an English Opium-Eater," the original edition of "Alcoholics Anonymous," or a variety of assessments of the late-20th century War on Drugs.

Information literacy component:

None. This is a 100-level course aimed at a large class size and open to students from all different majors, so I do not expect the students to perform much work outside of the required reading and writing for the course, which is substantial (almost 100 pages per week, on average).

Reviewer's Comments: