**UNIVERSITY OF GUELPH**

**Department of History**

**HIST 1050: Invitation to History: Licit and Illicit Drugs**

**Fall 2016**

Professor Catherine Carstairs

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**Invitation to History**

Introduces students to the basics of the historian’s craft including interpreting primary sources, locating and critically analyzing secondary sources and writing for History. In small classes of fifty students or less, it will  provide you with the tools you need for success in your History major, minor or area of concentration.

**Sec\*01 Licit and Illicit Drugs**

In most Western societies, people are free to consume alcohol. In contrast, we forbid the use of other dangerous substances including: cocaine, opium, and crystal meth. Other substances such as tobacco, were once widely used, but are now subject to considerable stigma. Over the years, doctors have been permitted to prescribe many mind-altering substances. This course will examine the history of the use of licit and illicit drugs across the world, and examine why some have been forbidden and others permitted.

**Learning Outcomes**

Upon finishing this course you will learn:

1. how to distinguish between a scholarly and a non-scholarly source
2. how to manage your time in university for success
3. how to cite sources appropriately in history classes
4. how to distinguish between important information and unnecessary details
5. what is academic misconduct and how to avoid it
6. how to improve your oral and written communication
7. that historical interpretations change over time and in response to evidence
8. that history is a global enterprise and the value of understanding the history of different cultures, regions and states.

**Assignments**

Identifying Scholarly Sources (Sept 28th) 5%

Proposal/Library Assignment (Oct 5th): 10%

Midterm (Oct 12th) 10%

Peer Review (Nov 9th) 5%

Paper: (Nov 16th) 30%

Final Exam (Dec 10th): 25%

Class Participation: 15%

**Late Policy**: Late Assignments will receive a penalty of 3%/Day.

**Class Participation**

You will be encouraged to ask questions and interpret information in class. You should come fully prepared to each class, prepared to discuss the readings assigned for that week. Before attending class, it is a good practice to identify questions that you had about the material, and to have two or three things that you want to say about the material. Are there places where you disagree with the author’s interpretation? Places where you needed more evidence to be persuaded of the argument? Are there instances where you think the author abused the evidence?

Participation will be evaluated partly through self-evaluation. You will fill out a participation log at the end of every class. The instructor will use the participation log in addition to exercising judgment about the quality of the participation.

You can chose to fill out the participation log on-line or in a paper copy. You should be prepared to hand in your participation log at any time.

**Required Texts**

David Courtwright, *Forces of Habit: Drugs and the Making of the Modern World* (Cambridge: Harvard University Press, 2002)

This is available both through the Bookstore and Campus Coop. It is also available as an on-line book through the library, although I would strongly advise buying a hard copy.

**Readings**

Other than readings from *Forces of Habit*, all readings are available through Ares, the on-line course reserve system.

**Week 1: Introduction to History**

September 12th

What can you do with a history major?

Class Discussion: Should we legalize all drugs? Why or why not?

September 14th

*Forces of Habit*, 1-31

Being a successful student.

<http://homepage.usask.ca/~clv022/success.htm>

**Week 2: Drugs in a Globalizing World**

September 19th

*Forces of Habit*, 31-68

Taking notes from Lecture: http://www.lib.uoguelph.ca/get-assistance/studying/effective-studying/learning-lectures

September 21st

*Forces of Habit*, 69-90

Taking notes from Readings: http://www.lib.uoguelph.ca/get-assistance/studying/effective-studying/learning-textbooks

**Week 3: Controlling Drugs**

September 26th

*Forces of Habit*, 91-111

Deciding on a Topic

Distinguishing between scholarly and non-scholarly sources

What is a Primary Source?

September 28th

*Forces of Habit*, 112-151

If you have one, please bring a laptop or other electronic device to class for doing searches.

Using the Library: Primo & Oxford Reference

Assignment: Is this a scholarly source?

This is due at midnight on courselink. The assignment will be available on courselink.

**Week 4: Controlling Drugs Part II**

October 3rd

*Forces of Habit*, 152-187

Using the Library: America History & Life and Historical Abstracts

October 5th

*Forces of Habit*, 187-207

Proposal Due by Midnight.

**Week 5**

October 10th Thanksgiving

October 12th

Midterm Examination

**Week 6: The Alcohol Question**

October 17th

Peter de Lottinville, “Joe Beef of Montreal: Working Class Culture and the Tavern, 1869-1889” *Labour/Le Travail* 8/9 (1981-2), 9-40.

October 19th

Tim Cook, “Wet Canteens and Worrying Mothers”: Alcohol, Soldiers and Temperance Groups in the Great War” *Histoire Sociale/Social History* 35, 70 (2002), 311-30.

How to Write Well:

Orwell’s Rules from Politics and the English Language

<http://www.orwell.ru/library/essays/politics/english/e_polit/>

Grammar Girl

<http://www.quickanddirtytips.com/grammar-girl>

**Week 7: Alcohol Around the World**

October 24

Stephen White, “Russia, Alcohol and Politics” in *Russia Goes Dry: Alcohol, State and Society* (Cambridge: Cambridge University Press, 1996), 1-28.

Academic Misconduct: <http://www.academicintegrity.uoguelph.ca/>

Read through these materials both Academic Misconduct and Plagarism and Complete the two Quizzes.

October 26th

Justin Willis, “Demoralized natives, black-coated consumers and clean spirit: European liquor in East Africa, 1890-1955*” Journal of Imperial and Commonwealth History* 29, 3 (2001), 55-74.

**Week 8: Alcoholics Anonymous and Therapeutic Culture**

October 31st

Lori Rotskoff, “Alcoholics Anonymous and the Culture of Sobriety” Chapter 3, *Love on the Rocks: Men, Women and Alcohol in Post World War II America*, 105-148.

Nov 2nd

Jessica M. Parr, “Obesity and the Emergence of Mutual Aid Groups for Weight Loss in the Post-War United States” *Social History of Medicine* 27, 4. 768-88.

**Week 9: Prescription Drugs**

Nov 7th

Matthew Smith, “Ritalin: Magic Bullet or Black Magic” Chapter 4 *Hyperactive: The Controversial History of ADHD* (Reaktion Books, 2013).

Nov 9th

Peer Review

**Week 10: Drugs in the 1960s**

Nov 14th

Joshua Clark Davis, “The business of getting high: head shops, countercultural capitalism and the marijuana legalization movement” *The Sixties: A Journal of History, Politics and Culture* 8 (2015), 27-49.

November 16th

Will Morris, “Spiel Appeal: Play, Drug Use and the Culture of 1968 in West Germany” *Journal of Contemporary History* 49, 4 (2014), 770-793.

Papers Due at midnight.

**Week 11: Doping in Sport**

November 21st

John Hoberman, “Listening to Steroids” *Wilson Quarterly* 91, 1 (Winter 1995), 35-44.

Rob Beamish and Ian Ritchie, “The Spectre of Steroids: Nazi Propaganda, Cold War Anxiety and Patriarchal Paternalism*” Journal of the History of Sport* 22, 5: 777-795.

Nov 23rd

Catherine Carstairs, “The Wide World of Doping: Drug Scandals, Natural Bodies and the Business of Sports Entertainment” *Addiction Research and Theory* 11, 4 (2003), 263-281.

**Week 12: Moving Forward with Drug Policy**

November 28th

Kathleen Ferrailo “From Killer Weed to Popular Medicine: The Evolution of American Drug Control Policy, 1937-2000” *Journal of Policy History* 19, 2 (2007), 147-179

November 30th

Gemma Blok, “Pampering ‘Needle Freaks’ or Caring for Chronic Addicts? Early Debates on Harm Reduction in Amsterdam, 1972-1982 *Social History of Alcohol and Drugs* (2008), 243-61

https://alcoholanddrugshistorysociety.files.wordpress.com/2010/11/shad-22-2-blok.pdf

**Week 13: Students’ Choice**

At the beginning of Week 12, you will decide what we will study this week.

December 5th

**Papers**

You can do the paper on a topic of your choice, but I’ve suggested a few topics below for your consideration.

The Opium Wars

You could examine the political conflict that arose over opium between Great Britain and China. Alternatively, you could examine the spread of opium use in China, and the efforts made by the Chinese government to stop opium use. You could also look at the efforts made by missionaries and reformers in England to stop the trade. To look for primary sources you might start with: “The Opium Trade Debate” <http://www.columbia.edu/cu/weai/exeas/resources/opium-trade.html>;

The Coffee House and the Public Sphere

Coffee houses are often said to have been important to the spread of debate and democratic movements in Europe and other locales. Describe the role of the coffee house in various locales and describe why it has been important. You may also want to discuss the issue of gender in the coffee house. You might want to start here for some primary sources on coffee houses in England: <https://sites.google.com/a/umich.edu/eighteenth-century-coffeehouses1/>

Prohibition

Countries around the world have prohibited various mind-altering substances from alcohol to heroin. Discuss one country’s experiment with prohibition. Why was it implemented? Was it successful? Primary sources could include scientific or medical journals, newspapers, the writings of reformers etc.

Cultures of Drug Use

Various moments in time and various cultures have produced different cultures of drug use. Alcohol, in particular, is used in different ways in different societies. What brings about these different cultures of drug use? Describe one drug-using culture in detail. Primary sources could include autobiographies of using the substance, newspapers, medical journals etc.

Drug Treatment

There have been many attempts to cure people from drug use from abstinence, to withdrawal to therapeutic communities to alcoholics anonymous. Look at the history of one treatment method. Why did it come into use? Was it successful? Medical journals will be very useful as primary sources here.

The SSRI Revolution

The SSRI Prozac came on the market in 1982, ushering in a serious transformation in how Westerners thought of about depression, mental illness, and the use of psychotropic drugs. You could examine how the introduction of SSRI’s changed our understanding of depression, why it came into such widespread use, the controversies that have occurred over the safety and effectiveness of these drugs, or the role that gender plays in how these drugs are prescribed. Newspapers, magazines, and autobiographies would all be useful primary sources.

Doping in Sport

Doping in sport has a long history. Look at the history of one substance (such as amphetamines or steroids) to see what impact they have had on sport and sporting cultures. Alternatively, you could look at the history of prohibiting doping in sport. Newspapers, medical journals, and international treaties would all be useful primary sources.

**Standard statements for Fall 2016**

**The following statements are incorporated into all Course Outlines for Fall 2016 courses in the History Department.**

**EMAIL COMMUNICATION**

As per university regulations, all students are required to check their uoguelph.ca email account regularly: email is the official route of communication between the University and its students.

**WHEN YOU CANNOT MEET A COURSE REQUIREMENT**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and email contact. See the Undergraduate Calendar's [information on regulations and procedures for Academic Consideration](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml).

**DROP DATE**

The last date to drop one-semester courses, without academic penalty, is November 4, 2016.  See the Undergraduate Calenda's [regulations and procedures for Dropping Courses](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml).

**COPIES OF OUT-OF-CLASS ASSIGNMENTS**

Keep paper and/or other reliable backup copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**ACCESSIBILITY**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca)   or refer to the [SAS website](http://www.uoguelph.ca/csd/).

**ACADEMIC MISCONDUCT**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.  University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct.  Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is [detailed in the Undergraduate Calendar](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml).

**RECORDING OF MATERIALS**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**RESOURCES**

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:  [http://www.uoguelph.ca/registrar/calendars](http://www.uoguelph.ca/registrar/calendars/index.cfm?index)