

Carleton University
Department of Sociology & Anthropology
SOCI 3055A
Studies in Addictions
Summer 2026

Dr. Ariel Fuenzalida
Office Hours: By appointment
Email: ariel_fuenzalida@carleton.ca
Method of Delivery: Online via Zoom
Class Time: Mondays/Wednesdays 2:35 p.m. to 5:25 p.m.
Teaching Assistant: TBA
Email: TBA

COURSE DESCRIPTION & OBJECTIVES:

What is addiction? Why do people get high? Why are certain drugs outlawed? Is illicit drug use a form of deviance or defiant consumption? Is addiction a form of criminality or a disease or something else? This course will explore these and other questions concerning the patterns and practices of licit and illicit drug use in North America and abroad, with particular attention to how socio-cultural forces influence drug effects by using a wide array of sociological tools, concepts, and theories. Although research concerning drugs is widespread in the academic literature, it tends to focus either on the psychopharmacological properties and effects of psychoactive substances, or on the associated problems with the use of drugs, such as addiction, crime, risk and social disruption. Therefore, drugs are framed only in terms of a social problem. The aim of this course is to approach the topic of drugs, addiction, and the experience of intoxication from a critical evidence-based perspective in three ways. Firstly, we will consider drugs as symbolic objects. Secondly, we will consider the content and social factors involved in the construction of drug effects and drug users, across cultures and throughout time. Thirdly, we will approach intoxication as a normal social practice that is governed by norms and rules, just like any other human activity. In so doing, we will situate these topics within a larger sociological framework that cannot be reduced to the pharmacological properties of intoxicants alone but one that is instead equally shaped by culture, environment, and the individual characteristics and expectations of users. The first part of the course will develop these issues by focusing on the concept of addiction. We will explore various theories of addiction, such as neurological theories of addiction, learning theories of addiction, and sociological theories of addiction. The second part of the course will focus on the relationship between addiction, psychoactive drugs, and larger cultural, social, political, and historical forces. We will discuss the uses and merits of different forms of drug control by examining the history of prohibition, the social construction of the addict, and the socio-political implications of the War on Drugs. The overall intent of the course is to provide the student with a broad critical introduction to the main issues and current debates in the areas of addiction research and critical drug studies.

LEARNING OBJECTIVES:

1. Enhance academic reading and writing skills, as well as skills in expressing ideas in other mediums, such as oral presentations.
2. Develop the ability to critically engage with a range of theoretical concepts, such as pharmacologicalism, drug discourses, pharmakon, differential prohibition, among many others.
3. Learn to connect and analyze issues in the study of addiction from a sociological perspective using the theoretical tools introduced in class.

PREREQUISITES:

One of the following: SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002, or ANTH 1003 [1.0] AND third year standing.

CLASS FORMAT & EXPECTATIONS

This is an online course with synchronous and non-synchronous components.

Non-synchronous components: Each week you will have some short videos to watch covering main ideas for the course. Quizzes will take place online and you will be given a window of time to complete them. Discussion forums will take place through Brightspace.

Synchronous component: Each Monday and Wednesday class will be delivered in a synchronous/live manner via Zoom.

A Zoom invitation with a link to the meeting will be sent to your Carleton email before the first class. The meeting link will be posted on Brightspace in the “Announcements” section. Each Monday and Wednesday we will meet online at 2:35 p.m. A waiting room will be set up and **only registered students will be admitted to the meeting.** Hence, please **make sure your full name appears on your Zoom account or you will not be admitted to the meeting.**

During the allotted time, I will spend the first hour and thirty minutes covering main ideas, concepts, and theories. The remainder of our time will be spent on seminar-type activities which will include group presentations, open discussions, and in breakout rooms with a small group where you will discuss aspects of the readings, specific problems or issues posed in class and the relevant ideas for that week.

Since the course has a “live” or synchronous component, students must be available during the scheduled times of the course (**note that due to the sensitive nature of our topic these meetings will not be recorded**). You should have a reliable Internet connection with audio and video capabilities. Class sessions should ideally occur in a quiet, private place, preferably on a laptop and not a cell phone. You should make sure that your microphone is muted at all times during the class unless you want to speak. You should treat this as you would an in-person course. Also, you should **install the latest version of Zoom and test the software in advance of our first meeting to ensure you have a working Zoom account.**

Course Attendance Requirements

You are expected to attend all virtual meetings and be prepared to actively engage with course material. **This means having read the required readings** for the week **before** the meeting begins. This point cannot be stressed enough: **you must read the required material!** If you do not read the required texts you will not do well in the course. You are also expected to **actively participate and contribute to group discussions** both in meetings and the online discussion forums that will take place on Brightspace. Should you need to miss a class then you should let me know by email of your absence and it will be up to you to catch up on any missed material that was covered.

Additionally, in this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Acknowledgement of Territory

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their long-standing relationship with this territory, which remains unceded. We pay respect to all Indigenous peoples in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

REQUIRED READINGS:

There is no required textbook for this class. All required readings will be made available through links found in this course outline hence there is no cost associated with the readings.

COURSE REQUIREMENTS & METHODS OF EVALUATION:

Student assessment will be based on the following components:

- | | |
|----------------------------------|---------------|
| 1. Online Discussion Forum (10%) | Weekly |
|----------------------------------|---------------|

2. Short Reflections 20%
3. Two Quizzes (30%)
4. Group Presentation (10%)
5. Essay (30%)

Weekly
July 20 & August 5
August 12 & 14
August 14

Online Discussion Forum: There will be an on-going general discussion forum on Brightspace for the duration of the semester. Since there is so much to talk about concerning drugs and addiction, **you are expected to contribute at least 10 posts** throughout the semester at your own leisure. You are free to start your own discussion threads or add to existing discussion threads that others have posted. Online discussion forum participation is worth an overall total of 10% so for every post you make you will receive 1%. The discussion forum will close at the end of the day on August 14.

Short Reflections: During the semester you will write **10 short reflection pieces** (at least 300 words) based on the required readings for the class. The idea for this element is for you **to engage the readings** and articulate your thoughts on the main issues brought up in the readings. You will submit your short reading reflection pieces through Brightspace. The short reflections are worth a total of 20% of the final grade (2% per reflection).

Quizzes: There will be 2 quizzes totaling 30% of the overall grade (**each quiz is worth 15%**). The quizzes will consist of multiple-choice questions and will be based on the main material covered in class and readings. Quizzes will be made available through Brightspace, and you can complete them at any time during a two-day window. **Quiz 1 is scheduled for July 20 and Quiz 2 is scheduled for August 5.**

Group Presentation: There is one group presentation worth 10% of the overall grade. Length of the presentation is 10 minutes maximum. **Your attendance is mandatory on Wednesday, August 5.** We will dedicate this class to organizing the groups and outlining the specific details for the assignment (guidelines and rubrics will also be posted on Brightspace). During our meeting you will have time to form groups of 4-5 people, brainstorm for a topic, and allocate different sections of the project to each member of the group who will in turn be responsible for that specific section of the presentation. If you cannot be present for our meeting, then you should arrange beforehand to be part of a group. If you do not contact me in advance of your absence, then you will carry out the presentation on your own. **Group presentations will take place in class on August 12 & 14.**

Essay: The final assignment is a research paper (8-10 double-spaced pages, excluding title page and bibliography) worth 30% of the overall grade based on a topic of your choosing related to addictions or drug studies. Detailed guidelines for the paper will be discussed in class and posted on Brightspace. **Papers are due on August 14, at 11:59 p.m. You should submit papers as a Word document through the drop box on Brightspace.** It is expected that your essay will be readable at a third-year level and hence **you will be penalized 1% for each spelling and grammar mistake** (up to a maximum of 10%). To be fair to those students who submit papers on time, **late papers will be penalized at a rate of 3% per day.** If you encounter extenuating circumstances that temporarily hinder your capacity to submit the final assignment by this date

you may request academic consideration. See the following: <https://carleton.ca/registrar/academic-consideration-coursework/>

Additional Information

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F= Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/pmc/>) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for June examinations is **June 1, 2026** and **August 1, 2026** for August examinations.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

Generative Artificial Intelligence Tools (e.g. ChatGPT)

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Statement on Student Mental Health:

“As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>”

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>

- The Walk-In Counselling Clinic: for online or on-site service

<https://walkincounselling.com>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

SUMMER TERM 2026 – Important Dates and Deadlines

Date	Activity
SUMMER TERM 2026	
March 1, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the summer term.
April 29, 2026	Deadline for course outlines to be made available to students registered in early summer and full summer courses.

Date	Activity
May 1, 2026	Last day for receipt of applications for undergraduate degree program transfers for the summer term.
May 6, 2026	Summer term begins. Early summer and full summer classes begin.
May 12, 2026	Last day for registration and course changes (including auditing) in early summer courses.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in spring 2026 and must register for the summer 2026 term.
May 15-27, 2026	Full winter, late winter, and fall/winter term deferred final examinations will be held.
May 18, 2026	Statutory holiday. University closed.
May 20, 2026	Last day for registration and course changes (including auditing) in full summer courses.
	Last day to withdraw from early summer courses with a full fee adjustment.
May 31, 2026	Last day to withdraw from full summer courses with a full fee adjustment.
June 1, 2026	Last day for academic withdrawal from early summer courses.
	Last day to request Formal Examination Accommodations for June examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specific deadlines.
June 11, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in early summer term undergraduate courses before the official examination period (see examination regulations in

Date	Activity
	the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
June 18, 2026	Last day of early summer classes. (NOTE: full summer classes resume July 2.)
	Classes follow a Monday schedule.
	Last day for take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early summer courses.
June 19-20, 2026	No classes or examinations take place.
June 21-27, 2026	Final examinations in early summer courses and mid-term examinations in full summer courses will be held. Examinations are normally held all seven days of the week.
June 25, 2026	Deadline for course outlines to be made available to students registered in late summer courses.
June 27, 2026	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
July 1, 2026	Statutory holiday. University Closed.
July 2, 2026	Late summer classes begin and full summer classes resume.

Date	Activity
July 8, 2026	Last day for registration and course changes (including auditing) in late summer courses.
July 15, 2026	Last day to withdraw from late summer courses with a full fee adjustment.
July 17-19, 2026	Early summer term deferred final examinations will be held.
July 19, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
August 1, 2026	Last day for academic withdrawal from full and late summer courses.
	Last day to request Formal Examination Accommodations for August final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
August 3, 2026	Statutory holiday. University closed.
August 7, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in late summer and full summer term undergraduate courses, before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
August 14, 2026	Last day of late summer and full summer classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of

Date	Activity
	the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for late summer and full summer courses.
August 15-16, 2026	No classes or examinations take place.
August 17-23, 2026	Final examinations in late summer and full summer courses will be held. Examinations are normally held all seven days of the week.
August 23, 2026	All final take-home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
September 18-20, 2026	Full summer and late summer term deferred final examinations will be held.

SCHEDULE OF CLASSES & READINGS:

Class 1: Monday, July 6
Introduction to the Course
 No readings this week

Class 2: July 8
The Pharmakon: Conceptual Background

Hanson, G. R., Venturelli, P.J., & Fleckenstein, A.E. (2016). "Chapter 1: Introduction to Drugs and Society" (Read pages 1-36 only)
http://samples.jbpub.com/9781284110876/9781284110982_CH01_Print.pdf

Recommended:

Nutt, D.J. et al. (2010). "Drug Harms in the UK: A multi-criterion decision analysis." *The Lancet* 376: 1-8.
https://www.researchgate.net/publication/285843262_Drug_harms_in_the_UK_A_multi-criterion_decision_analysis

Nutt, D.J. (2009). "Equasy: An overlooked addiction with implications for the current debate on drug harms." *Journal of Psychopharmacology* 23(1): 3-5.

https://www.researchgate.net/publication/23806800_Equasy_-_An_overlooked_addiction_with_implications_for_the_current_debate_on_drug_harms

Class 3: July 13

Addiction I: The History of Addiction

Levine, H.G. (1979). "The Discovery of Addiction: Changing Conception of Habitual Drunkenness in America." *Journal of Studies on Alcohol* 39 (1): 143-174.

<https://qcpages.qc.cuny.edu/~hlevine/The-Discovery-of-Addiction.pdf>

Recommended:

Reinarman, C. (2005). "Addiction as Accomplishment: The Discursive Construction of Disease." *Addiction Research & Theory* 13(4): 307-320.

<https://sociology.ucsc.edu/research/emeriti-publications/reinarman-addiction-accomplishment.pdf>

Alexander, B. (2010). "Addiction: The View from Rat Park"

<https://www.brucealexander.com/articles-speeches/rat-park/148-addiction-the-view-from-rat-park>

Room, R. (2006). "Addiction Concepts & International Control." *The Social History of Alcohol and Drugs* 21(2): 276-289.

Class 4: July 15

Addiction II: Clinical Criteria & Neurological Theories of Addiction

Courtwright, David T. (2010). "The NIDA brain disease paradigm: History, resistance and spinoffs." *BioSocieties* 5(1): 137-147.

https://digitalcommons.unf.edu/cgi/viewcontent.cgi?article=1000&context=ahis_facpub

Recommended:

National Institute of Drug Abuse. (2007). "Drugs, Brains, & Behavior: The Science of Addiction."

https://www.drugabuse.gov/sites/default/files/soa_2014.pdf

Boyd, S. et al. (2020). "Problematizing the DSM-5 criteria for opioid use disorder: A Qualitative Analysis." *International Journal of Drug Policy* 78

Class 5: July 20

Addiction III: Learning Theories of Addiction

Quiz # 1

Weinberg, D. (2002). "On the Embodiment of Addiction." *Body & Society* 8(4): 1-19.

<https://www.academia.edu/1570426/ On the Embodiment of Addiction>

Recommended:

Delgarno, P. & Shewan D. (2015). "Reducing the Risks of Drug Use: The Case for Set and Setting." *Addiction Research & Theory* 13(3): 259-265.

<https://www.researchgate.net/publication/250189697 Reducing the Risks of Drug Use The Case for Set and Setting/link/558d223608aee43bf6ae6735/download>

Becker, H. S. (1953). "Becoming a Marihuana User." *The American Journal of Sociology* 59: 395–403.

Hallstone, M (2002). "Updating Howard Becker's Theory of Using Marijuana for Pleasure." *Contemporary Drug Problems* 29(4): 821- 845.

Class 6: July 22

Pharmacologicalism: The Logic of Psychoactive Drugs

DeGrandpre, R.J. (2002). "Constructing the Pharmacological: A Century in Review." *Capitalism, Nature, Socialism* 13 (1): 75-104.

https://journals-scholarsportal-info.proxy.library.carleton.ca/details/10455752/v13i0001/75_ctpacir.xml

Class 7: July 27

Addiction IV: Sociological Theories of Addiction – The Dislocation Theory

Alexander, B.K. (2010). "The Rise and Fall of the Official View of Addiction." In Bruce K. Alexander's *Globalization of Addiction Website* <http://www.brucekaalexander.com/articles-speeches/277-rise-and-fall-of-the-official-view-of-addiction-6>

Recommended:

Karim, R. & Chaudhri, P. (2012). "Behavioral Addictions: An Overview." *Journal of Psychoactive Drugs* 44(1): 5-17.

<http://behavioraladdiction.weebly.com/uploads/2/5/0/8/25084282/karim.pdf>

Alexander, B.K. (2001). "The Roots of Addiction in Free Market Society." *Canadian Centre for Policy Alternatives*: <http://www.cfdp.ca/roots.pdf>

Class 8: July 29

Narco-Mythology I: The Symbolic Dimension of Drugs

Cohen, M.M. (2006). "Jim Crow's Drug War: Race, Coca Cola, & the Southern Origins of Drug Prohibition." *Southern Cultures* 12(3): 55-79.

<https://muse-jhu-edu.proxy.library.carleton.ca/article/201379>

Recommended:

Manderson, D. (1995). "Metamorphoses: Clashing Symbols in the Social Construction of Drugs." *Journal of Drug Issues* 25(4): 799-816.

Montagne, M. (1988). "The Metaphorical Nature of Drugs & Drug Taking." *Social Science & Medicine* 26(4): 417-424.

Statutory Holiday: Monday, August 3

No class

Class 9: August 5

Narco-Mythology II: Drugs & Moral Panics

***Group Project Guidelines & Quiz # 2**

Miller, B.L. et al. (2014) "Marketing a Panic: Media Coverage of Novel Psychoactive Drugs (NPDs) & its Relationship with Legal Changes." *American Journal of Criminal Justice* 40(3): 523-541.

https://www.researchgate.net/publication/268515893_Marketing_a_Panic_Media_Coverage_of_Novel_Psychoactive_Drugs_NPDs_and_its_Relationship_with_Legal_Changes

Recommended:

Reinarman, C. & H.G. Levine (2004). "Crack in the Rearview Mirror." *Social Justice* 31 (1-2): 182-199.

<http://sites.middlebury.edu/drugs/files/2011/11/Reinarman-Levine-Crack-in-the-Rearview-Mirror.pdf>

Bes-Yehuda, Nachman (1986). "The Sociology of Moral Panics: Towards a New Synthesis" *The Sociological Quarterly* 27 (4): 495-513.

https://www.jstor.org/stable/pdf/4106341.pdf?casa_token=XgKIHpmEe4AAAAAA:mz2aUwHXfMcGnybDZSYRz0BJwhe_jy55OrNtSAE5RYnnSaTKP7YYwEaii4Db-0Fy2uspVSlbZ5zxl6ztqZLkmqeGWjROHuwCfNLZ5A6NgKJ5eqLw

Class 10: August 10

The Biopolitics of Drugs

Daniels, C. et al. (2021). "Decolonizing Drug Policy." *Harm Reduction Journal* 18: 120-128.

<https://harmreductionjournal.biomedcentral.com/articles/10.1186/s12954-021-00564-7>

Recommended:

Bourgois, P. (2000). "Disciplining Addictions: The biopolitics of methadone and heroin in the U.S." *Culture, Medicine, & Psychiatry* 24: 165-195.

https://www.academia.edu/34279660/DISCIPLINING_ADDICTIONS_THE_BIO-POLITICS_OF_METHADONE_AND_HEROIN_IN_THE_UNITED_STATES

Class 11: August 12

Group Presentations

No readings this class

Class 12: August 14
Group Presentations
No readings this class
Final Essay Due!