

7-UNC

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
 (Attach copy of syllabus)

SUBMITTED BY:

Department	Sociology	College/School	College of Liberal Arts
Prepared by	Sine Anahita	Phone	474-6515
Email Contact	sine.anahita@alaska.edu	Faculty Contact	Sine Anahita

1. ACTION DESIRED (CHECK ONE):  
 Trial Course  New Course

2. COURSE IDENTIFICATION:  
 Dept: SOC Course #: 280 No. of Credits: 3.0

Justify upper/lower division status & number of credits:  
 this lower division course will be designed to appeal to first and second year students and to act as a gateway course to the study of Sociology

3. PROPOSED COURSE TITLE:  
 Contemporary Topics in Sociology—[Title of Course, e.g. Cannabis and Society]

4. To be CROSS LISTED? YES/NO  
 no If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?\* YES/NO  
 no If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING:  
 as demand warrants  
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING  
 (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)  
 Fall 2017

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)  
 1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)  
 lecture

RECEIVED  
 JUL - 6 2016  
 College of Liberal Arts

Revised 10/17/16

9. CONTACT HOURS PER WEEK:	<input type="text" value="3"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours /week	<input type="text"/>	PRACTICUM hours /week	<input type="text"/>
----------------------------	--------------------------------	------------------------	----------------------	--------------------	----------------------	--------------------------	----------------------

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)	<input type="text"/>
----------------------------	----------------------

10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a **complete** description:

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring  
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

SOC F280 Contemporary Topics in Sociology—[Title of Course, e.g. Cannabis and Society]  
3 Credits Offered as demand warrants  
An in-depth seminar on new and emerging social issues. Course may be repeated for credit when content varies.  
Prerequisites: placement into English 111X or permission of instructor. (3+0)

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES: <input type="text"/>	NO: <input type="text"/>	X <input type="text" value="X"/>
--	---------------------------	--------------------------	----------------------------------

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 <input type="text"/>	W = Writing Intensive, Format 7 <input type="text"/>	X = Baccalaureate Core <input type="text"/>
---	--	---

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES <input type="text"/>	NO <input type="text" value="X"/>
--------------------------	-----------------------------------

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES <input type="text" value="x"/>	NO <input type="text"/>
---------------------------------------	------------------------------------	-------------------------

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

course follows a different theme depending on current events and instructor research interest

How many times may the course be repeated for credit?	<input type="text" value="3"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text" value="9"/>	CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text" value="n/a"/>	CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: <input type="text" value="x"/>	PASS/FAIL: <input type="text"/>
--	---------------------------------

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

placement into ENGL 111X or permission of instructor

These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES**

\$n/a

Has a memo been submitted through your dean to the Provost for fee approval?  
Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?  
Yes/No

yes

If yes, give semester, year, course #, etc.:

multiple summers with various topics at various levels, e.g. SOC 495 History of Cannabis Summer 2016; SOC 295 several summers Love, Sex, & Heartbreak; SOC 295 Masculinities; SOC 295 Sexuality in Social Perspective

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

will have a positive impact on the budget as the course is likely to appeal to first and second year students and to attract students to the social sciences, and hopefully, to a minor in Sociology

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

X

7-1-16 sent email to Karen Jensen

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The proposed new course will help align UAF's Sociology program with UAA's, thus streamlining transferability and opening possibilities for cross-campus collaborations. Additionally, UAF's Department of History and Women, Gender, & Sexualities Studies Program have both had good success with the rotating special topics seminars. The Department of Sociology at UAF has lost nearly all of its faculty, and thus we are unable to offer the breadth and depth of courses we were able to offer previously. This new special topics course will allow our department to be more nimble and to take advantage of faculty

research and teaching interests as they emerge. Finally, contemporary events such as the legalization of cannabis in the Pacific Northwest, terrorist attacks on gay nightclubs, and natural disasters like hurricanes often happen suddenly. There is usually not sufficient time for a full-fledged course proposal to make it through the approval process for the course to be offered in a timely manner. The proposed course will allow our department to offer a course on an emerging topic in as little as six months from the event.

**APPROVALS:** Add additional signature lines as needed.

*Sine Anahita* Date **7-1-16**  
Signature, Acting Chair,  
Program/Department of:

*Rob Duke* Date **September 6, 2016**  
Signature, Chair, College/School  
Curriculum Council for:

*[Signature]* Date **September 6, 2016**  
Signature, Dean, College/School  
of:

Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs) Date

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

Signature, Chair  
Faculty Senate Review Committee:  Curriculum Review  GAAC  
 Core Review  SADAC

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking)

Signature, Chair,  
Program/Department of:

Signature, Chair, College/School  
Curriculum Council for:

Signature, Dean, College/School  
of:

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:  
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and  any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)

Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

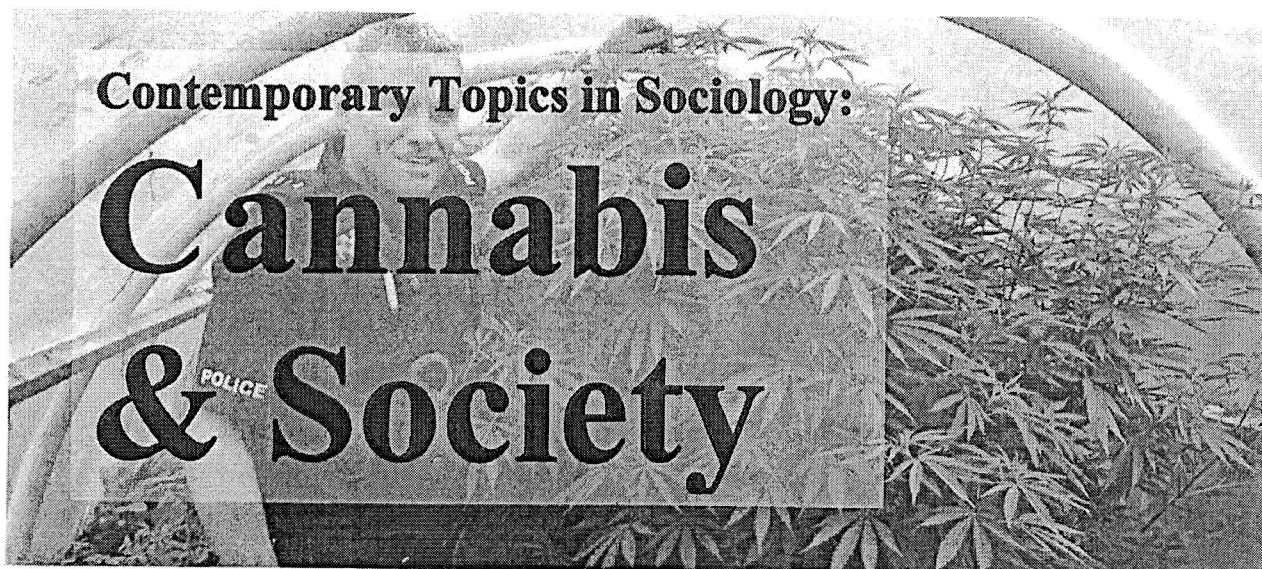
**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.



*As states decriminalize and/or legalize cannabis, police departments are changing their enforcement practices.  
<http://www.sickchirpse.com/wp-content/uploads/2015/07/Cannabis-Durham.jpg>*

A special topics course at the University of Alaska Fairbanks  
SOC 280, section numbers FXX for face-to-face students; FXX for web conference students  
August XX-December XX, 2017  
Times and days TBA in F2F classroom and by video web-conference

## Course Description

Explore the sociology of cannabis in America, moving through time from the mid-19<sup>th</sup> century to the present. Cannabis shapes and has been shaped by immigration patterns, race and ethnicity, cultures and countercultures, and political and economic factors. We will also delve into the socio-pharmacological history of cannabis, including its uses as a potential remedy for a variety of ailments. As Alaska and other states have recently legalized marijuana, we will witness sociology and social history in the making as authorities create regulatory regimes, new industries emerge, and as both backlash and pro-cannabis social movements push their agendas forward.

## Your Professor



**name:** Dr. Anahita (you can call me Dr. A)  
**office:** 702C Gruening  
**email:** [sine.anahita@alaska.edu](mailto:sine.anahita@alaska.edu)  
**office hours:** TBD; google chat when I'm online; PM by Facebook; and by appointment

I am Alaska's fiddling sociologist. Besides teaching and doing research, I also write sociologically-infused songs, play fiddle and other acoustic instruments, and organize for social justice. Students are always welcome to visit me to chat about your own interests, life plans, career goals, and anything and everything related to the course!

## General course goal

The goal of the course is to facilitate students' learning about the sociology of cannabis in America.

## Learning objectives

Students who actively participate in all aspects of the course will be able to:

- explain how and why cannabis has historically been used in America, with a brief foray into its ancient global past
- understand the socio-pharmacological aspects of cannabis
- contrast the social and historical shifting legal landscape of cannabis with the landscape of alcohol and other intoxicants
- explicate how certain urban subcultures shaped and reshaped Americans' ideas about cannabis
- describe the role that immigration, racism, ethnocentrism, and white supremacy played in marijuana law
- analyze historical and contemporary cannabis prohibition and incarceration in the US
- explain social movements for and against marijuana, including the historical and contemporary roles played by corporate and governmental propaganda
- describe the shifts in legalization strategies promoted by the contemporary medical marijuana industry and hemp activists
- discuss contemporary aspects of the early 21<sup>st</sup> century nearly-legal cannabis market, including auxiliary businesses, pot pirates, and the green rush
- witness history being made as Alaska and other states create regulatory regimes for cannabis



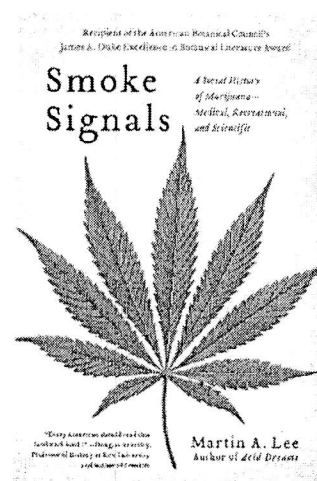
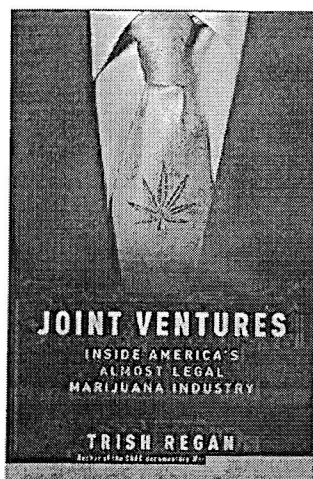
<http://www.imarijuana.com/wpcontent/uploads/2011/10/marijuana-tax-act-1937.gif>

## Prerequisites

Prerequisites: none.

## Required texts

- *Smoke Signals: A Social History of Marijuana—Medical, Recreational, and Scientific* by Martin A. Lee. Scribner. 2012. Available in hardback, paperback, and e-book.
- *Joint Ventures: Inside America's Almost Legal Marijuana Industry* by Trish Regan. John Wiley & Sons, Inc. 2011. Available in hardback, paperback, and e-book.
- Other required readings posted online on Bb



The primary texts are available through the UAF Bookstore and through online retailers.

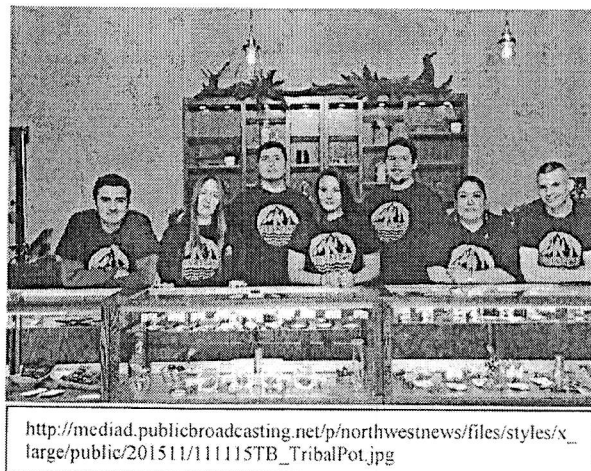
## Course policies

### *Terms of address*

Please call me Dr. Anahita, Professor Anahita, or more informally, Dr. A. My name is pronounced "Ah-nah-hé-tah."

### *Contacting your instructor*

The best way to contact me is through email or by visiting my office hours. When you email me, use your UA email address, and use an appropriate subject line that includes the course name or course designator and your name. If my posted office hours don't work for you, email me to set an appointment. I try to answer emails within 48 hours, except for weekends. It is difficult to reach me by phone and I may not be able to return your call.

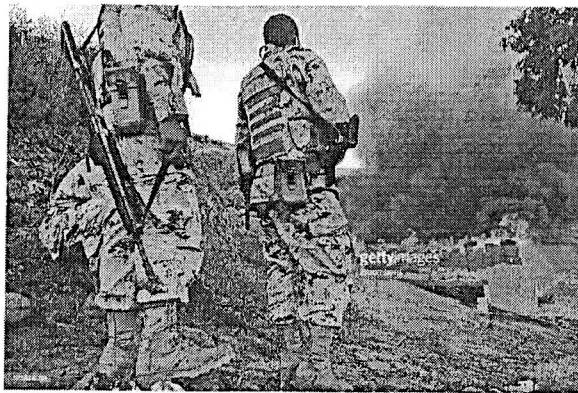


### *Academic freedom*

Students and faculty alike have academic freedom, and I will protect our academic freedom in this class. Academic freedom allows us to discuss the assigned course material using a broad array of terms, concepts, and ideas from the discipline that shape the course. Since this is a SOC course, we are here to learn ideas and concepts from this discipline. This means that class discussions and assignments must focus on sociology. Specifically, because this is not a religion, philosophy, or biology course, religious, moral, or biological arguments will probably not apply. We are, of course, free to use non-SOC arguments outside of class when we discuss the course material with others. To be successful in the class, you do NOT have to adopt my ideas, the ideas from the course material, or the ideas of the other students. But you MUST use course material in your work in the class. Additionally, you must remain civil and respectful of others. Everyone may make communication mistakes and small errors of judgment. However, students who repeatedly disrupt class discussion, who flame and/or bait others, who chronically refuse to respect academic freedom, or who insist on using non-applicable arguments will be dropped, will lose points on assignments, and/or have their final grade lowered significantly for failing to participate. To keep us on task, I may interrupt students who stray too far away from course material during class discussion. If you have concerns, please come talk with me privately.

### *Reading*

Study the readings so you can participate in class activities. Commit sufficient time to do the reading in a comprehensive manner. Students who consistently fail to read the assigned materials will be dropped from the class and/or their final grade lowered significantly for failing to participate. Students who repeatedly use non-course related arguments in their work can expect the instructor to interrupt them and/or to award a failing grade for the assignment. Avoid being embarrassed in this way by consistently and thoroughly completing all reading and other assignments so that your contributions in class will be valued.





### ***Assignments***

Assignments are due in Bb or in class as assigned. Emailed assignments will not be accepted. All written assignments must be submitted through Bb by the time that class begins on the day they are due. Late assignments may or may not be accepted for credit, depending on the reason for lateness. Quizzes may only be taken online during the class time assigned. Missed quizzes may not be made up except in cases of documented emergencies.

### ***Attendance***

Attendance is mandatory. You may miss up to three hours of class without providing documentation about your absence. After you have missed three hours, you must provide official documentation about your absence. If your documentation is insufficient, up to five points will be deducted from your final course grade for each hour beyond three that you miss. Arriving late, or leaving early, may count as a full absence from class.

### ***In class behavior***

Please do not bring smelly or noisy food to class. Please do not do craftwork in class or work on an assignment from another class. No unauthorized texting or surfing is allowed. Please be an active participant by coming to class prepared to engage fully with the course material, with me, and with your student colleagues.

### ***Electronics in class***

You are welcome to bring your laptops, iPads, and smartphones to class as we may find these to be useful during class discussion. Please do not, however use your electronics during class in ways that are disruptive or do not include others in class (e.g. no unauthorized texting or surfing in class).

### ***Extra credit***

Individual extra credit assignments are not available.

### ***Incompletes***

I strongly discourage Incompletes, and will grant them rarely and only if the student supplies documentation of need. UAF policy dictates that unresolved Incompletes become permanent Fs.

### ***Instructor-initiated withdrawal***

I may do an instructor-initiated withdrawal for students who exhibit prohibited behaviors, including: chronic lateness; chronic absence; repeatedly leaving class early; failure to read assignments; refusal to participate in class activities, including discussions; sleep in class; use electronic toys inappropriately in class; are hostile or disruptive; engage in private conversations (whispering, texting, etc.) are caught in an act of academic dishonesty; refuse to respect the academic freedom of others; insist on using non-applicable concepts from this class during class discussions or in assignments.



<http://sobadsogood.com/uploads/media/2014/03/09/Laughable-Anti-Marijuana-Propaganda-From-1935-1.png>



<http://www.thenug.com/sites/default/pub/060913/Lennon.jpg>

### *Academic Honesty*

Expect an F and possibly instructor-initiated withdrawal from the course if you are caught in an act of academic dishonesty, including cheating, plagiarism, or falsification. You can read the university's student code of conduct here: <http://www.uaf.edu/catalog/current/academics/regs3.html>

### *Disability*

UAF's Disability Services Office offers assistance, including academic accommodations, to students who have a documented disability. I will work with the Disabilities Services Office to make accommodations for students who have documented disabilities. Please contact DSO for more information: website: <http://www.uaf.edu/disability/>; phone: 907-474-5655; email: [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu)

## **Grading**

You can earn up to 100 points in this class. The table illustrates the points value of each assignment:

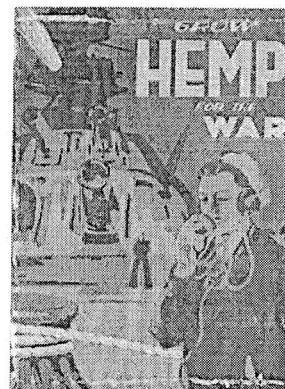
### **Grading system**

Assignment	Points	Due	A+ = 970≥	C = 730-769
Image Analysis	10	June 6	A = 930-969	C- = 700-729
Cannabis Humor	10	June 20	A- = 900-929	D+ = 670-699
5 quizzes @ 10 pts each	50	5/26, 6/2, 6/9, 6/16, 6/23	B+ = 870-890	D = 630-669
Alaska Context Poster	20	June 27-30	B = 830-869	D- = 600-629
Discussion participation	10	throughout	B- = 800-829	F <600
<b>Total</b>	<b>100</b>		C+ = 770-799	

## **Assignments**

### *Image Analysis*

Search the internet to find an image related to cannabis, and analyze it using terms and concepts from this course. Focus your analysis on sociological ideas as presented in the course. In your Image Analysis paper, first, comprehensively describe the image. Next, briefly define your analytical framework, using terms and concepts from the course, then apply it to your selected image. Your analysis should be typed, 3-4 pages of text, double spaced, with 1" margins all around. Number your pages. Copy and paste the image in your paper, and cite the URL where you located the image. Submit your Image Analysis in Bb. Come to class prepared to lead the class in discussion about your image analysis; for this purpose, bring your image on a flash drive.



<http://www.herbmuseum.ca/files/images/39244/hemp-for-victory-movie-poster.gif>

### *Cannabis Humor*

Go to youtube.com and enter "cannabis humor" or "marijuana humor" into the search bar. Select a clip and sociologically analyze why the clip might be considered funny. In other words, what are people laughing about? What makes the clip funny? Are there elements of the humor that could be criticized as reinforcing negative stereotypes, e.g. by mocking a certain social group or historical time period? Who isn't laughing at the clip? Are there parts of the clip that are untrue or unbelievable, based on what we have studied in this class? How far—or how close—is the clip to "sociological reality", based

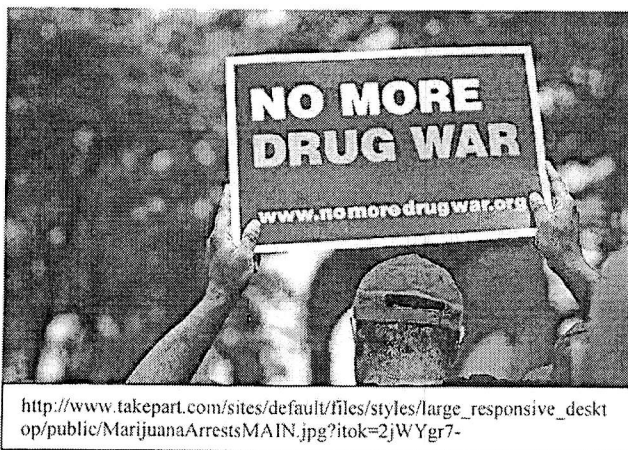
on what we have studied? You may think of other ways to sociologically analyze the humor in the clip. Write a 3-4 page paper analyzing the humor in the youtube clip using terms and concepts from the course. Your paper should be typed, double spaced, with 1" margins all around. Number your pages. Cite the URL and title of the clip you selected.

**Alaska Context Poster**

Create a 2x3' poster analyzing your choice of an aspect of cannabis in the context of Alaska. You must use sociological ideas in your analysis/summary. Gather information for your poster through Alaska newspaper reports, historical documents, crime statistics, Alaska state and municipal documents and proceedings, and other credible and/or official data sources. We will explore available data in class, and you are also welcome to visit your professor in office hours to brainstorm other data sources. Use powerpoint or similar graphics software to prepare your poster. Be especially careful not to accidentally plagiarize on this assignment, and be sure to correctly cite all of your sources. Submit your poster to Bb. Expect to discuss your Alaska Context Poster in class, and bring your poster on a flashdrive for this purpose. Feel free to brainstorm ideas with your professor.

**Quizzes**

There will be five (5) quizzes that will test your comprehension of the assigned readings, videos, class discussions, lectures, and presentations. The quizzes will consist of essay questions that will require you to demonstrate your integrated understanding of the course material. You may use your texts and your notes, but be aware that you must complete the entire quiz during class time only.



[http://www.takepart.com/sites/default/files/styles/large\\_responsive\\_desktop/public/MarijuanaArrestsMAIN.jpg?itok=2jWYgr7-](http://www.takepart.com/sites/default/files/styles/large_responsive_desktop/public/MarijuanaArrestsMAIN.jpg?itok=2jWYgr7-)

**Discussion Participation**

We will spend most of our class time discussing the assigned readings and other course material. You can earn all of the points available for this assignment by fully preparing for discussion before every class meeting. Take notes while you read so that you can refer to them during class. You may be called upon at random to answer questions or to lead class discussion. If you answer incorrectly or if you otherwise cannot demonstrate that you studied the assigned material, you will earn zero points.

**Course Schedule**

Topic	Day	Date	Assignment
Introduction to the course, each other, and to the discipline of Sociology			no assignment due today
			BB #1: What is sociology?
			BB #2: Sociological frameworks
Cannabis in 19 <sup>th</sup> & early 20 <sup>th</sup> century America: From patent medicine to Prohibition			Lee pp. 1-37
			Lee pp. 38-71
			<b>Quiz 1</b>
Reefer rebellions: Legalization movements, flower power, espionage and the Cold War			Lee pp. 72-87
			Lee pp. 88-103
			Lee pp. 104-115

Marijuana science and ideologies: Seeing both sides		Lee pp. 116-131
		Lee pp. 132-156
		<b><i>Image Analysis assignment due</i></b>
Drug wars: Underground economies, Amsterdam experiment, famous drug warriors, and organized resistance		Lee pp. 157-173
		Lee pp. 174-186
		<b><i>Quiz 2</i></b>
California: Cannabis Ground Zero		Lee pp. 187-200
		Lee pp. 201-215
		Lee pp. 216-247
		Lee pp. 248-263
		Lee pp. 264-293
		<b><i>Cannabis Humor assignment due</i></b>
Continual contestation: Courts, ballots, and the DEA		Lee pp. 294-309
		Lee pp. 310-323
		Lee pp. 324-357
Cannabis social movements: Medical marijuana and backlash movements		Lee pp. 358-392
		Lee pp. 393-404
		<b><i>Quiz 3</i></b>
Inside the sometimes, nearly-legal cannabusiness: California and Colorado		Regan pp. 1-42
		Regan pp. 43-67
		Regan pp. 68-96
		Regan pp. 97-115
		<b><i>Quiz 4</i></b>
		Regan pp. 116-137
		Regan pp. 138-169
		Regan pp. 170-183
		Regan pp. 184-214
		Regan pp. 215-240
Cannabis in the Alaska context		<b><i>Alaska Context Poster and presentation due</i></b>
Final exam		<b><i>Quiz 5</i></b>