

Drugs and Society: Legal and Medical Implications of the U.S. "War on Drugs"

| | |
|--|-------------------------------------|
| Professor: Liz Chiarello | Office: 237 McGannon Hall |
| Email: chiarello@slu.edu | Office Hours: By Appointment |
| Classroom: Pius XII Memorial Library 406 | Course Number: SOC 493 |
| Meeting Day/Time: TR 2:15-3:30pm | Website: blackboard.slu.edu |

Course Description

The U.S. has spent the last four decades embroiled in a highly controversial and arguably futile "War on Drugs." During the same period, medical providers have increasingly relied on pharmaceuticals to treat a wide variety of ailments. This course takes a sociological approach to understanding how U.S. society draws boundaries around drugs—rendering some beneficial and some illegal—and how these boundaries shift over time. We will examine what constitutes a "drug," how drugs' meanings and uses have changed over time, and how professional, economic, and cultural forces shape how we make sense of drugs and the people who use them. We will pay special attention to the consequences of the "War on Drugs," especially how U.S. drug policy has helped to perpetuate and exacerbate inequalities, and to growing trends in addressing prescription narcotic abuse that enlist several of the same agencies and strategies.

Course Objectives

- Establish a strong working knowledge of sociological theories of medicalization, demedicalization, and criminalization
- Learn to consume media critically by assessing the quality and positionality of sources
- Synthesize sociological theory with contemporary data across a variety of topics
- Compare key cases in contemporary and historic U.S. drug policy
- Improve writing skills by writing for academic audiences
- Develop social networks and enhance group participation skills by working collaboratively with colleagues

Required Readings

Meier, B. 2003. *Pain killer: A "wonder" drug's trail of addiction and death*. Emmaus, PA: Rodale Books.

Meier, Barry. 2013. "A World of Hurt: Fixing Pain Medicine's Biggest Mistake." New York: New York Times e-book.

All other readings are located on the **Blackboard site** for this course.

Course Requirements

- 1. Reading Notes (worth 100 points):** Reading notes are designed to help you synthesize the material for the week to get a sense of why it is important to understand this issue and how it fits in to the medical sociology literature. You will provide a brief summary of the reading (3-4 sentences), define two major terms, and critically evaluate two quotes from the article. For days with multiple readings, you should provide brief summaries of each but include two major terms from any article and quotes from any article. Reading notes are due at the beginning of class and must be typed using the Reading Notes Template (available on the course website). **Be sure to correctly cite the work you are reading!** (You do not need a references page, just be sure to correctly use in-text citations). You are responsible for **one set of reading notes for ten classes of your choosing** that summarize and discuss the reading assigned that day (there are 13 possible days to submit reading notes). Reading notes must be turned in at the beginning of class. No late reading notes will be accepted without official (doctor's note or equivalent) documentation to explain your absence.
- 2. Article Capture and Summary (worth 100 points):** One of the main objectives of this class is to compare the prescription drug misuse epidemic to the historic "War on Drugs" while developing research skills that will be useful throughout our academic careers and beyond. To this end, you will be responsible for locating and summarizing sociological articles on U.S. drug policy and practice and submitting them to a shared course database. For each Article Capture, you will be responsible for posting one article to the course website that conforms to the requirements listed in the assignment (see assignment posted on the website for more details). Your grade on this assignment will be based on peer and professor evaluations of the quality of the article you have posted and the quality of the article summary you include. **Come to class prepared to discuss the article you chose.**
- 3. Application Papers (worth 200 points each):** Learning a subject is not only about absorbing information, but about synthesizing big ideas and critically evaluating them. A key measure of your knowledge of the subject is the quality of your writing. You will be responsible for writing two application papers over the course of the semester, each of which will be 4-5 pages in length (not including references) and construct a clear, coherent argument about a topic we have covered in class. Details for the paper will be posted on the website at least one week before the paper is due.
- 4. Final Paper (worth 300 points):** You will write a final, more comprehensive application paper that will be 7-10 pages in length (not including references) and construct a clear, coherent argument about a topic we have covered in class. Details for the paper will be posted on the website at least one week before the paper is due.
- 5. Attendance/Participation (worth 100 points):** This class involves building knowledge over time through reading, lecture, and discussion. You cannot participate in this process if you are not present. **I take attendance each day** and award participation points based on making thoughtful contributions and asking compelling questions. **BE ON TIME! If you enter class after I have taken attendance, you will not receive attendance points for that day.** If you have extenuating circumstances that will make it difficult for you to get to class on time, let me know and I will do my best to accommodate you (but be prepared to offer proof).

6. **Extra Credit (10 points):** You may earn extra credit points for completing one additional set of reading notes. These should follow the same format as reading notes in general. **Note: No partial credit will be given.**

Grade Breakdown – 1000 Points Possible

| | | | | |
|----|---|--------------|---|-------------|
| A | = | 93% to 100% | = | 930-1000 |
| A- | = | 90% to 92.9% | = | 900-929 |
| B+ | = | 87% to 89.9% | = | 870-899 |
| B | = | 84% to 86.9% | = | 840-869 |
| B- | = | 80% to 83.9% | = | 800-839 |
| C+ | = | 77% to 79.9% | = | 770-799 |
| C | = | 74% to 76.9% | = | 740-769 |
| C- | = | 70% to 73.9% | = | 700-739 |
| D+ | = | 67% to 69.9% | = | 670-699 |
| D | = | 64% to 66.9% | = | 640-669 |
| D- | = | 60% to 63.9% | = | 600-639 |
| F | = | 59% or less | = | 590 or less |

Class Policies - Important Things to Know For This Class

Be Prepared! This course works better when everyone is engaged, and you can engage best when you have done the reading and arrive prepared to discuss it. A large proportion of your grade comes from in-class work (attendance/participation) so it is essential that you attend each class and come prepared to discuss the material. I will **not** give incompletes in this course. Joining the class late is **never** an excuse for missing assignments. You **will** lose points for any assignment(s) you missed during your absence. Pay attention to deadlines.

Etiquette – What is Expected of You in This Course - As with all classes, your behavior should be professional and academic. This means getting to class on time, **turning off cell phones, computers, tablets, ending chat sessions** and being prepared to work. If you are waiting for an emergency call, let me know before class starts and I am happy to accommodate you.

Where to Get Extra Help – If you have a disability that requires accommodation, contact the [SLU Disability Services office](#) to discuss the help they have to offer you. For those in need of counseling contact the [SLU Student Health and Counseling Center](#). For those needing tutoring

or help with paper writing contact the [SLU Student Success Center](#). For international students, the [SLU Office of International Services](#) is available to offer an array of resources.

Blackboard/Emails – Please visit the course Blackboard site frequently to check for updates. All handouts are posted on Blackboard. Also, check your emails frequently, I send out important information via email. If you have not activated your SLU account or you do not clean out your email disk space frequently, you will not get these emails. Please let me know if you have an alternate email account that you want me to use. **If you have something you would like to discuss, meet with me before or after class or set up an appointment with me at another time. E-mailing is often not the best or most efficient way for me to help you.** I attempt to respond to e-mails within 24 hours, but do not respond in the evenings or on weekends, so be sure to leave yourself plenty of time to prepare for your assignments in case questions arise (and they inevitably do).

Academic honesty – Engaging in academic dishonesty is a serious offense and will result in you failing this course. In addition, I will notify your home department and the College of Arts and Sciences. Academic dishonesty includes a variety of actions listed [here](#). Plagiarism is defined as using anyone's words (from books, periodicals, newspapers, journal articles, any an all internet sources) or having someone else write papers or buying papers from a professional writer or friend. Simply put, if you use anyone else's words/ideas you must properly cite properly in both the text and bibliography. If there is any doubt that something should be cited then you need to cite! Do not risk your grade and the *humiliating* process of having to explain your actions. Simply do your own work and get help with the course material if you need it. To avoid these pitfalls, you should familiarize yourself with SLU's policy on [Academic Honesty](#).

Course Evaluations

All course evaluations will be conducted online towards the end of the semester. Your feedback is important for improving the course next time around, so please be sure to fill out the evaluation form.

Daily Assignments

| | | |
|-----------------|---|---|
| Week 1 | A WINDOW INTO THE PRESCRIPTION DRUG MISUSE EPIDEMIC | |
| Tuesday | | Icebreaker Course Overview |
| Thursday | Required Reading | Meier. 2003. <i>Painkiller</i> . Prologue, Ch 1, Ch 2 |
| | DUE | Reading Notes |
| Week 2 | A WINDOW INTO THE PRESCRIPTION DRUG MISUSE EPIDEMIC | |
| Tuesday | Required Reading | Meier. 2003. <i>Painkiller</i> . Ch 3, Ch 4, Ch 5 |
| | In-Class Activities | Video: The Oxycontin Express |
| Thursday | Required Reading | Meier. 2003. <i>Painkiller</i> . Ch 6, Ch 7, Ch 8 |
| | DUE | Reading Notes |
| Week 3 | A WINDOW INTO THE PRESCRIPTION DRUG MISUSE EPIDEMIC | |
| Tuesday | Required Reading | Meier. 2003. <i>Painkiller</i> . Ch 9, Ch 10, Ch 11 |
| Thursday | Required Reading | Meier. 2003. <i>Painkiller</i> . Ch 12, Ch 13, Afterword |
| | DUE | Reading Notes |
| Week 4 | MEDICALIZATION | |
| Tuesday | Required Reading | Conrad, Peter, and Joseph W Schneider. 1992. <i>Deviance and medicalization: From badness to sickness</i> . Philadelphia, PA: Temple University Press. Chapter 2. |
| | DUE | Reading Notes |
| Thursday | Required Reading | Conrad, Peter, and Joseph W Schneider. 1992. <i>Deviance and medicalization: From badness to sickness</i> . Philadelphia, PA: Temple University Press. Chapter 5. |
| | In-Class Activities | PowerPoint Activity |
| Week 5 | DEMEDICALIZATION | |
| Tuesday | Required Reading | Fox, Renee C. 1977. "The medicalization and demedicalization of American society." <i>Daedalus</i> no. 106 (1):9-22. |

| | DUE | Reading Notes |
|------------------------|---|---|
| Thursday | Required Reading | Resnik, David B, and Marsha Rehm. 2001. "The undertreatment of pain: scientific, clinical, cultural, and philosophical factors." <i>Medicine, Health Care and Philosophy</i> no. 4 (3):277-288. |
| | In-Class Activities | PowerPoint Activity |
| Week 6 | CRIMINALIZATION | |
| Tuesday | Required Reading | Jenness, Valerie. 2004. "Explaining criminalization: from demography and status politics to globalization and modernization." <i>Annual Review of Sociology</i> :147-171. |
| | DUE | Reading Notes |
| Thursday | Required Reading | Flavin, Jeanne, and Lynn M Paltrow. 2010. "Punishing pregnant drug-using women: Defying law, medicine, and common sense." <i>Journal of Addictive Diseases</i> no. 29 (2):231-244. |
| | In-Class Activities | PowerPoint Activity |
| Week 7 | LAW AND POLICY: HEALTHCARE CONFRONTS THE CRIMINAL JUSTICE SYSTEM | |
| Tuesday | Required Reading | Goode, Erich. 2008. <i>Drugs in American Society</i> . 8th ed. New York, NY: McGraw-Hill. Chapter 12. Controlling Drug Use |
| Thursday | Required Reading | Spillane, J., and W.B. McAllister. 2003. "Keeping the lid on: a century of drug regulation and control." <i>Drug And Alcohol Dependence</i> no. 70 (3):S5-S12. |
| | DUE | Reading Notes |
| Week 8 | LAW AND POLICY: HEALTHCARE CONFRONTS THE CRIMINAL JUSTICE SYSTEM | |
| Tuesday | Required Reading | Provine, Doris Marie. 2011. "Race and Inequality in the War on Drugs." <i>Annual Review of Law and Social Science</i> no. 7 (1):41-60. doi: 10.1146/annurev-lawsocsci-102510-105445. |
| Thursday | Required Reading | Wang, J., and P.J. Christo. 2009. "The influence of prescription monitoring programs on chronic pain management." <i>Pain Physician</i> no. 12 (3):507-515. |
| | DUE | Reading Notes |
| MARCH 10-14 | SPRING BREAK! | |

| | | |
|-----------------|---|--|
| | Have a wonderful break! | |
| Week 9 | SOCIO-CULTURAL AND LEGAL NARRATIVES: MAKING SENSE OF PAIN | |
| Tuesday | Required Reading | <p>Conrad, Peter, and Vanessa Lopes Muñoz. 2010. "The medicalization of chronic pain." <i>Tidsskrift for Forskning i Sygdom og Samfund</i> no. 7 (13).</p> <p>Catan, Thomas, and Evan Perez. 2012. "A Pain-Drug Champion Has Second Thoughts." <i>The Wall Street Journal</i>, December 17, 2012.</p> |
| | DUE | Paper #1 Due to Professor Chiarello's Mailbox by Tuesday at 5:00 pm |
| Thursday | In-Class Activities | Writing Workshop |
| Week 10 | SOCIO-CULTURAL AND LEGAL NARRATIVES: MAKING SENSE OF ADDICTION | |
| Tuesday | Required Reading | Courtwright, David T. 1982. <i>Dark paradise: Opiate addiction in America before 1940</i> . Cambridge, Mass.: Harvard University Press. Ch 2, Ch 3 |
| Thursday | Required Reading | <p>Chandler, Redonna K., Bennett W. Fletcher, and Nora D. Volkow. 2009. "Treating Drug Abuse and Addiction in the Criminal Justice System." <i>JAMA: The Journal of the American Medical Association</i> no. 301 (2):183-190.</p> <p>Bell, Kirsten, and Amy Salmon. 2009. "Pain, physical dependence and pseudoaddiction: Redefining addiction for 'nice' people?" <i>International Journal of Drug Policy</i> no. 20 (2):170-178. doi: http://dx.doi.org/10.1016/j.drugpo.2008.06.002.</p> |
| | DUE | Reading Notes |
| Week 11 | SOCIO-CULTURAL AND LEGAL NARRATIVES: MAKING SENSE OF DIVERSION | |
| Tuesday | Required Reading | <p>Executive Office of the President of the United States. 2011. <i>Epidemic: Responding to America's Prescription Drug Abuse Crisis</i>.</p> <p>Libby, Ronald T. 2008. <i>The criminalization of medicine: America's war on doctors</i>. Westport, CT: Praeger Publishers. Ch 7</p> |
| Thursday | Required Reading | Fishman, Scott M., Jennifer S. Papazian, Susana Gonzalez, Paul S. Riches, and Aaron Gilson. 2004. "Regulating Opioid Prescribing Through Prescription Monitoring Programs: Balancing Drug Diversion and Treatment of Pain." <i>Pain Medicine</i> no. 5 (3):309- |

| | | |
|-----------------|--|---|
| | | 324. Simoni-Wastila, L., and C. Tompkins. 2001. "Balancing diversion control and medical necessity: The case of prescription drugs with abuse potential." <i>Substance Use & Misuse</i> no. 36 (9-10):1275-1296. |
| | DUE | Reading Notes |
| Week 12 | DEMOGRAPHICS OF DRUG ABUSERS | |
| Tuesday | Required Reading | Manchikanti, Laxmaiah. 2007. "National drug control policy and prescription drug abuse: facts and fallacies." <i>Pain Physician</i> no. 10 (3):399. Johnston, L. D., O'Malley, P. M., Bachman, J. G., & , and J. E. Schulenberg. 2012. Monitoring the Future national results on adolescent drug use: Overview of key findings, 2011. Ann Arbor, MI: Institute for Social Research, The University of Michigan. P. 1-9 ONLY |
| | DUE | Paper #2 Due to Professor Chiarello's Mailbox by Tuesday at 5:00 pm Reading Notes due in class |
| Thursday | In-Class Activities | PowerPoint Activity: Comparing demographics of prescription and illicit drug abusers |
| | DUE | Article Capture on Demographics of Illicit Drug Abusers (due in database at the beginning of class) |
| Week 13 | INTERACTIONS WITH FRONTLINE WORKERS | |
| Tuesday | Required Reading | Kotarba, Joseph A., and John V. Seidel. 1984. "Managing the problem pain patient: Compliance or social control?" <i>Social Science & Medicine</i> no. 19 (12):1393-1400. McCaffery, Margo, Betty Rolling Ferrell, and Chris Pasero. 2000. "Nurses' personal opinions about patients' pain and their effect on recorded assessments and titration of opioid doses." <i>Pain Management Nursing</i> no. 1 (3):79-87. Rosenberg, Tina. 2007. "When is a pain doctor a drug pusher?" <i>The New York Times</i> , June 17, 2007. |
| | DUE | Reading Notes |

| | | |
|-----------------|---|--|
| Thursday | In-Class Activities | PowerPoint Activity: Comparing treatment of prescription and illicit drug abusers |
| | DUE | Article Capture on Treatment of Illicit Drug Abusers by Police or Judges (due in database at the beginning of class) |
| Week 14 | INEQUALITY IN PUNISHMENT AND ACCESS TO CARE | |
| Tuesday | Required Reading | <p>Burgess, Diana Jill, Megan Crowley-Matoka, Sean Phelan, John F. Dovidio, Robert Kerns, Craig Roth, Somnath Saha, and Michelle van Ryn. 2008. "Patient race and physicians' decisions to prescribe opioids for chronic low back pain." <i>Social Science & Medicine</i> no. 67 (11):1852-1860.</p> <p>Bonham, Vence L. 2001. "Race, Ethnicity, and Pain Treatment: Striving to Understand the Causes and Solutions to the Disparities in Pain Treatment." <i>The Journal of Law, Medicine & Ethics</i> no. 28:52-68.</p> <p>Weisse, Carol S., Paul C. Sorum, Kafi N. Sanders, and Beth L. Syat. 2001. "Do Gender and Race Affect Decisions About Pain Management?" <i>Journal of General Internal Medicine</i> no. 16 (4):211-217.</p> |
| | DUE | Reading Notes |
| Thursday | In-Class Activities | PowerPoint Activity: Comparing inequalities in treatment and access to care |
| | DUE | Article Capture on Inequalities in Punishment by Race, Gender, or Type of Illegal Drug Abused (due in database at the beginning of class) |
| Week 15 | REVISITING THE PRESCRIPTION DRUG MISUSE EPIDEMIC | |
| Tuesday | Required Reading | Meier, Barry. 2013. "A World of Hurt: Fixing Pain Medicine's Biggest Mistake." New York: New York Times e-book. |
| Thursday | In-Class Activities | <p>Wrap-up</p> <p>Course Evaluation</p> |
| Week 16 | EXAM PERIOD | |
| | DUE | Paper #3 Due to Professor Chiarello's Mailbox by Tuesday at 5:00 pm |