

Sociology 127P: Drugs, Botanicals, Pharmaceuticals and Society

Summer 2024, Session II (July 29 – August 30), Online

Tuesdays and Thursdays, 12-3 p.m.

<https://ucsc.zoom.us/j/95893549347?pwd=ydhjTykbPbm8xlmFe7dFiFIUr8VB7c.1>

Instructor: Professor James Doucet-Battle, Ph.D. (jbattle@ucsc.edu)

Teaching Assistant: Cameron Hughes (chughes2@ucsc.edu)

Office hours: TBD and by appointment

About office hours: I suggest that everyone attend my office hours at least once during the class. These meetings can help clarify topics from the lecture, readings, assignments, the final paper, or for help with writing. You can also come to office hours to discuss anything else related to sociology. Office hours are not about the remedial, but the possible – it is not for teaching missed class – these are your responsibility. If you cannot make the scheduled office hours, we can schedule to meet at a mutually arranged time. Please feel free to meet with me in small groups as well as individually.

E-mail response times: Be advised that I sometimes only check my email once a day and that it may take up to 24 hours to hear back from me. If you e-mail me during the weekend, please do not expect a response until Monday morning.

Course Description

This course explores the social, historical, and economic trajectories of drugs, illicit and licit, botanical and pharmaceutical, within US society. Through an examination of case studies, and other texts of encounter, we will explore how international, state, and local actors mediate as interlocutors between globalized interests and local knowledges about the molecules we have increasingly come to know, ingest, and incorporate. This course contextualizes three continuous yet overlapping epochs: 1) the imperial ethnobotany of the colony 2) postcolonial corporate bioprospecting within and among modern nation-states, and 3) the contemporary multinational pharmaceutical industry as a global form of sovereign power. Our larger course objective aims to think through relevant sociological themes such as deviance, social groups, movements, and networks as relates to the contemporary consumption of alcohol and other drugs (AOD) in US society.

Learning Outcomes

Specific goals of this course include:

- Articulating a grounded interdisciplinary understanding of the sociohistorical and interlinked development of botanical knowledge, drug discovery, and their pharmaceutical ascendancy.
- Identifying and describing how the botanical and pharmaceutical intersect historically.
- Incorporating theory and practice to address the role of technology in drug development and consumption.
- Comparing and contrasting arguments linking drugs with individual transformation and social control.
- Linking pharmaceutical company objectives with the creation of new illness categories that carve out new market niches in redefining both illness and health.
- Demonstrating an ability to ask critical questions about AOD consumption in a diverse society and the larger issues it raises around justice.
- Explaining how AOD consumption reinforces ongoing processes of gendering and racialization that rationalize differential notions of care and compassion.
- Working closely with other students in creating a map that situates class learning outcomes within the contemporary COVID pandemic moment.

Course modality

This summer course will be taught entirely online via Zoom at the scheduled time (Tuesdays and Thursdays, 12-3 p.m.)

Enrollment requirements and estimated hours

This class is intended for upper-division undergraduates and graduate students in the humanities, social sciences, and biological sciences. It assumes a general background and familiarity with social science concepts and ideas. The reading schedule is demanding and active participation in weekly class discussion groups is required. As this is a 5-unit course, you should plan to devote 3.25 hours to lecture, 5 hours to reading, 1 hour to discussion, and 5.75 hours to homework per week. Your attendance is critical to both the class as well as your final grade. Sociology 127P satisfies the upper-division elective course requirement for the sociology undergraduate major.

Readings

Required Text: Mintz, Sidney. 1985. *Sweetness and Power: Sugar and the Making of Modern History*

All other articles listed in the schedule of readings can be found on Canvas

Required assignments

Critical Reflection Papers (Précis)

This course places emphatic stress on the practice of writing as thinking. As such, our aim is to improve your textual interpretative strengths by developing concise analytical writing skills. Toward this goal, critical reflection papers are due by 8 p.m. on Monday of Week 2. Beginning

on Week 2, this assignment will have an ongoing 5 p.m. Friday submission deadline. Over the summer, you will post three Critical Reflection papers (précis) in the Assignments section of the class Canvas site. Your précis will help facilitate this process of critical textual engagement. Write your précis after having learned the following from the readings: 1) Keywords and concepts the author(s) put forth; 2) arguments made by the author(s); 3) your reflections and critiques (not feelings or opinions) of those arguments; 4) material you found unclear or in need of greater explanation; 5) questions arising from your reading of the text; and 6) the ideas, key concepts, theories, or arguments linking that day's, section's, or larger overall class readings, whether in agreement, contestation, or refutation. Generate 2-3 questions based on the readings. **Your précis must include ALL of the readings, and/or assigned content for each week.**

Your Critical Reflections are not meant to be polished essays but rather like informal journal entries or field notes to yourself that you can use to review for composing your final paper. These notes will objectively document your own thinking and writing development during the course. They should be no more than two double-spaced pages in length. Again, I expect each student to produce **four** (4) critical reflection notes during the class, **including Mintz**. Extra credit will be given for a fifth précis. At the end of the term, you will submit all four of your précis assignments in a compiled portfolio in PDF format. This will give everyone the opportunity to revise their previous work for final grading. A sample précis can be found in the Files folder in Canvas.

Please come to class on Mondays having read that week's assigned readings and prepared to engage in an informed discussion of the texts.

Grades

Participation and attendance: 25%; précis assignments: 25%; a final précis portfolio: 25%; and one final paper (25%). There is no midterm in the class. You will have the opportunity to revise and refine the four critical reflection papers written earlier in the course for submission as a final précis portfolio. For the final paper, you will be asked to identify two articles of interest for inclusion in your final paper focusing on a specific type of alcohol, botanical, or pharmaceutical drug of your own choosing. Assessment of the final paper grade will in large part be based on improvement in writing quality, strength of argument, textual analysis, and citational practice (ASA, APA, or Chicago – a copy of the ASA Style Guide can be found in the Files folder in Canvas). A final paper prompt will be shared in Week 2.

On Discussion

Throughout the course, we will be addressing a variety of issues about which people will have strong and diverse opinions. It is critical that we respect one another's thoughts, and address comments to the ideas and not the person. This class is not a forum for demeaning or threatening language.

Names and Naming (Borrowed Courtesy of Django Paris, U of Washington)

It is important that we call each other by our names, and by who we are and know ourselves to be in the world. As such, please feel free to communicate your name, race, ethnicity, tribal community/nation, pronouns, and any other way you would like our classroom community to know and/or address you. If it makes you more comfortable, please insist on your preferred self-referent(s) during office hours.

Academic Integrity

Please check the Academic Integrity

site: https://sociology.ucsc.edu/undergraduate/academic_integrity.html

You are a member of an academic community at one of the world's leading research universities. Universities like ours create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the research of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and respect for the intellectual property of others. Researchers don't use one another's research without attribution because we want to recognize the foundational work that we have drawn on in order to create new knowledge; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi—any class materials) from their classes without the written permission of the instructor. Any test, paper, or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, websites, or other sources, but only with proper citation (generally, quotation marks or an indented quotation) and correct attribution. Moreover, use of AI-generated work is not permitted in this class.

Consult the faculty in case of uncertainty. You should be aware that penalties for plagiarism are outlined in The Navigator (<http://registrar.ucsc.edu/navigator/>) and the UCSC Student Policies and Regulations Handbook (<http://deanofstudents.ucsc.edu/student-conduct/student-handbook/>).

No leniency will be shown toward plagiarism. When in doubt, ask.

Student Accommodations – DRC

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me by email, preferably within the first two weeks of the quarter. I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Student Services

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. The following services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring](#) and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, you gain transformative experiences that empower them at the university and beyond.

[Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/[Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.

If you are experiencing challenges that affect your ability to attend, participate, or keep up with the workload, please let either your undergraduate advisor or me know as soon as possible. We may be able to help or direct you to someone else who can.

Title IX

The [Title IX Office](#) is committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment, sexual violence, and gender-based harassment and discrimination. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education Office ([CARE](#)), or by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Course Schedule

Week 1: Orientation: Botanicals, Drugs, and Global Power

- Guerra, Francisco. 1963. The Medical Colonization of the New World. *Med Hist.* 7(2): 147–154.
- Toly, Noah J. 2004. Globalization and the Capitalization of Nature: A Political Ecology of Biodiversity in Mesoamerica. *Bulletin of Science, Technology & Society*, Vol. 24(1): 47-54.
- Reddy, Sita. 2006. Making Heritage Legible: Who Owns Traditional Medical Knowledge? *International Journal of Cultural Property* 13:161-188.
- Begin Reading: Mintz, Sidney. 1985. *Sweetness and Power: Sugar and the Making of Modern History*

Film: *Eduardo, The Healer (El Curandero)*

<https://www.youtube.com/watch?v=s4ZYNyP9qoM&t=2709s>

Week 2: The Social Lives of Substances – From Production to Consumption

- Appadurai, Arjun. “The Social Lives of Things”
- Whyte, Hardon, Van der Geest. “The Social Lives of Medicines”
- **Discussion: Final Paper**

Week 3: Sugar, Capital, and the Globalization of Sweetness

- Mintz, Sidney. 1985. *Sweetness and Power: Sugar and the Making of Modern History*
- Taubes, Jeffrey. 2011. Is Sugar Toxic? *New York Times*. <http://www.nytimes.com/2011/04/17/magazine/mag-17Sugar-t.html>Links to an external site.

Videos:

Mexico's Sugar Clinics - PBS

NewsHour: <https://www.youtube.com/watch?v=kBPh72gxFdQ>

What's with Our Obsession with Bubble Tea (Part 1) - CNA

Insider: <https://www.youtube.com/watch?v=piqRdgpPo>

Bubble Tea (Part 2 - Optional): https://www.youtube.com/watch?v=fsVb2h_BLBc

Week 4: Drugs, Race, Gender, and Justice

- Robert Nash Parker and Kathleen Auerhahn. 1998. "Alcohol, Drugs, and Violence." *Annual Review of Sociology*
- Seelye, Katharine Q. 2015. "In Heroin Crisis, White Families Seek Gentler War on Drugs." *NY Times* October 30, 2015. <http://www.nytimes.com/2015/10/31/us/heroin-war-on-drugs-parents.html?smid=fb-nytimes&smtyp=cur&r=1>Links to an external site.
- Wolfers, Justin, Leonhardt, David, and Kevin Quealy. 2015. "1.5 Million Missing Black Men." *NY Times*. April 20, 2016." <http://www.nytimes.com/interactive/2015/04/20/upshot/missing-black-men.html>
- McCoy, Terrence. 2016. "Life lessons from a small-town undertaker as white women die younger in America." *Washington Post*, August 20, 2016. https://www.washingtonpost.com/national/life-lessons-from-a-small-town-undertaker-as-white-women-die-younger-in-america/2016/08/20/a1e64d76-60b6-11e6-af8e-54aa2e849447_story.html

Watch: CBS 60 Minutes. *Tulia, Texas*: <https://www.youtube.com/watch?v=g3r4999Z4a8>

Video: "The Whistleblower": <https://www.youtube.com/watch?v=Hd-43K-rdQA>

Week 5: Drugs for Life: Social Control, Market Niches, and the Pandemic

- Conrad, Peter. Medicalization and Social Control
- Dumit, Joseph. 2002. Drugs for Life. *Molecular Interventions* 2(3): 124-127.
- Abramson, Ashley. 2021. Substance Use During the Pandemic. *Monitor on Psychology*, American Psychological Association. 03/2021. <https://www.apa.org/monitor/2021/03/substance-use-pandemic>
- McMillan Cottom, Tressie. "Ozempic Can't Fix What Our Culture Has Broken." Opinion, *NY Times*, Oct. 9, 2023.

WATCH:

1) *The Medicated Child*. 2008. Gaviria, Marcela and Daisy Wright.

<https://www.pbs.org/wgbh/frontline/film/medicatedchild/>

2) *Medicating Normal: How Big Pharma Makes Healthy People Sick*. 2024. ENDVR Documentary.

<https://www.youtube.com/watch?v=xJs9lK8PIok&t=317s>

Major Assignment due dates

- **Final Paper Abstract and 2 Article Selections due at 5 p.m. on Friday August 16, 2024**
- **Précis Portfolio Due 11:59 p.m. on Monday, August 26, 2024**
- **Final Paper Due 11:59 p.m. on Friday, August 30, 2024**