

Sociology 390: Senior Seminar on Alcohol and Drug Use in College  
College of Charleston  
Spring 2016

<b>INSTRUCTOR:</b> Heath C. Hoffmann 19 St. Phillip St., Room 302 <a href="mailto:hoffmannh@cofc.edu">hoffmannh@cofc.edu</a> Office: 843.953.8182 Cell: 843.696.5388	<b>OFFICE HOURS:</b> Tuesdays and Thursdays, 3:00 p.m. to 5:00 p.m. and by appointment.  <b>CLASS HOURS:</b> Tuesdays and Thursdays, 12:15 p.m.-1:30 p.m. and 1:40-2:55 in Bell 215
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Since the 1990s, the use of alcohol and other drugs by college students has been a major concern among parents, school administrators, politicians, researchers and public health professionals. This concern emerged despite the fact that alcohol and, to a lesser extent other drugs, have been seen as a central part of the college experience through much of the 20<sup>th</sup> Century. This course will explore the research that prompted concern about students' alcohol and other drug use as well as research on the organization (e.g., rituals, norms, traditions and expectations) and nature of college students' alcohol and other drug use.

As an advanced senior seminar, I will ask you to engage in research on some aspect of college drinking and/or other drug use. Thus, it is expected that you have a strong foundation in research methods by having already completed SOCY 271 and SOCY 272 and that, by this time, in your academic career, you have read scholarly research and have the skills necessary to "consume" scholarly research, design a research project on a topic of your choosing (relating to the larger topic of our class) and present your research results to an audience of peers and others. If you are uncertain about whether you have the background necessary for this class, please talk with me the first week of class.

#### LEARNING OBJECTIVES

- Understand the history and evolution of America's concern with alcohol and other drug use by college students and young adults.
- Understand the social, political and historical evolution of the concept of "binge drinking."
- Identify the social, cultural, economic, political and other environmental factors that influence drinking and other drug use patterns among college students in general and College of Charleston students, specifically.
- Know the prevalence of heavy episodic drinking among and its consequences—both positive and negative—for college students, colleges and the community.
- Practice social science research methods by collecting data to answer a question relating to some aspect of college students' use of alcohol or other drugs.
- Conduct a visual sociology project relating to some aspect of college students' use of alcohol or other drugs.

**OFFENSIVE MATERIAL:** In studying college students' alcohol and other drug use we will encounter subjects (e.g., sexual assault and date rape), language (e.g., curse words in readings, videos and songs), depictions, and attitudes that you may find disturbing or offensive.

**WARNING:** "DO NOT TAKE PART IN UNDERAGE DRINKING, reckless behavior, or any illegal activities as part of the projects assigned for this class. Do not sneak into bars to collect data. Each group will have at least one 21 year-old to collect bar data if relevant to your topic" (from Vander Ven syllabus). So, please do not select a topic that forces you to interact in a social world in which you are not already familiar and/or that might put you in danger or at risk of negative legal consequences. Remember, caffeine and nicotine are drugs and readily used by college student so you don't have to surround yourself by alcohol or illicit drug users to succeed in this class.

## COURSE MATERIALS AND OAKS

- Thomas Vander Ven. 2011. *Getting Wasted: Why College Students Drink Too Much and Party So Hard*. New York: NYU Press.
  - Available at the College of Charleston Bookstore and [Amazon.com](http://www.amazon.com).

All other assigned readings are available electronically on OAKS under the Content link. All of these articles are in PDF format, which requires you to use Acrobat Reader (all library computers should have this program) to view these files. If you do not have Acrobat Reader (or have a version less than 7.0—version 10.0 is now available) installed on your home computer and wish to access these articles from home, go to [http://www.download.com/Adobe-Reader/3000-2378\\_4-10000062.html?tag=mncol](http://www.download.com/Adobe-Reader/3000-2378_4-10000062.html?tag=mncol), click “Download Now” for the program you want and it will be installed on your computer legally and for free.

To access OAKS go to <http://my.cofc.edu> to log into My Charleston. The icon (an acorn) for OAKS is in the upper right navigation area. I will use OAKS to update you on class events and assignments and you can use OAKS to communicate with me and/or your classmates via e-mail (using your Edisto e-mail accounts).

## ACCESSIBILITY STATEMENT

The College of Charleston is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to fully participate in this class, complete course requirements, or benefit from the College’s programs or services, contact the Center for Disability Services (CDS) (Lightsey Center, Suite 104) as soon as possible. To receive any academic accommodation, you must be appropriately registered with the Center for Disability Services. The CDS works with students confidentially and does not disclose any disability-related information without their permission. The CDS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the CDS.

Each of us learns in different ways, and the organization of any course will accommodate each student differently. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Center for Student Learning (Addlestone Library, room 116) and the Counseling Center (843.953.5640), are available to assist you with writing, mathematics and general study skills.

Students with documented disabilities should talk with me personally at the beginning of the semester to make necessary accommodations. I will not make special accommodations during an exam period or after a deadline has passed so you must make arrangements with me now.

## CENTER FOR STUDENT LEARNING

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

## USING TECHNOLOGY IN THE CLASSROOM

When you come to class please be sure to silence your cell phones. My cell phone will be on vibrate in case there is ever a CougarAlert message. It is fine with me if you use your laptop or tablet to take notes. If during class you have a question and you are too shy to ask or there is no time to ask it, feel free to text your question to me at 843.696.5388—**if you send me texts, please be sure to include your name so that I know who you are and can respond accordingly.**

## STUDENT HONOR CODE

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a cell phone notes, texts), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from me. You can find a complete version of the Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general\\_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).

## GRADED ASSIGNMENTS

### ***CITI Training.*** (2%)

Conducting ethical research is a central concern of all researchers, whether the research involves humans or animals. All researchers are required to complete some kind of training prior to beginning their research. At the College of Charleston (and at other universities and organizations), we have contracted with the Collaborative Institutional Training Initiative to facilitate training for faculty, staff and students. This assignment requires you to complete an on-line training program designed specifically for students taking research methods classes or who are in some way conducting research for a class. Please follow the directions below to complete the training.

1. Go to <http://www.citiprogram.org/>
2. Click on *New Users Register Here*.
3. Select the College of Charleston from the pull-down menu under *Participating Institutions*
4. Follow the instructions to set up your username and password, be sure to remember this login information so that you can go back and work on this if you don't complete the training in one sitting. Click *Submit*.
5. Enter information requested for Member Information (you only need to fill out the asterisked '\*' fields) and *Submit*.
6. For "Select Curriculum - College of Charleston", choose "Research Methods Class" (I think it is the second option from the top) and then click *Submit*.

Complete the training. Once you have successfully passed the modules, print the "Completion Report" and bring this to class or send an image of the Completion Report to me by January 28<sup>th</sup> as evidence that you completed this assignment.

## **Resume (2%)**

On January 12<sup>th</sup>, representatives from the Career Center will be in class to talk about how you can prepare for the job market and how the Career Center can assist you now and after you have graduated from the College.

If you already have a resume—great. If you do not have a resume, you should create one using the templates and other resources available through the [Career Center's webpage](#). Once you have a draft of your resume, [take it to the Career Center to be reviewed by a staff person during the drop-in hours, Monday-Friday, 1-4 p.m.](#) The Career Center is located on the second floor of the Lightsey Center (room 216, above the Bookstore). Please have the Career Center representative initial or sign your resume as proof that you had your resume reviewed.

Once you have received feedback from the Career Center staff person, revise your resume to reflect her/his suggestions. Then, turn in to Heath your resume draft (that was reviewed and signed by the Career Center staff person) along with the final version of your resume by **February 26<sup>th</sup>**.

## **Daily Assigned Reading Annotations (15% of final grade)**

Since this is a seminar class, we will discuss assigned readings—I will generally not lecture. To encourage you to read the assigned materials and to help you prepare for discussing the materials in class, I am requiring that you write an annotation for every assigned reading on the syllabus (including the chapters from *Getting Wasted*). These annotations are due in the OAKS Dropbox before class every Tuesday and Thursday, covering the readings assigned for that day.

I have posted in OAKS examples/models for how to write an annotation and will grade your annotations based on how well your work adheres to the guidelines for effective annotations as well as how well you capture the primary content of the assigned reading.

## **Interview and Analysis (25%)**

The vast majority of the research, media coverage, university policies and political discourse around college students' use of alcohol and other drugs excludes the views, thoughts and perspectives of college students themselves. This assignment gives you the opportunity to talk with your peers about alcohol and/or other drugs. Specifically, this project asks you to interview five college students about some aspect of alcohol and/or other drug use by college students.

The first thing you should do for this project is define your topic of interest by spelling out a research question which will frame the interview questions you develop. The interview and analysis topic will also serve as basis for your visual sociology project (see below).

Some topics about which you could interview these folks:

- Interview students about how they define “binge drinking” and/or in relation to conventional/contemporary definitions of binge drinking.
- Students' attitudes toward other students' use of prescription stimulants to aid in studying and the completion of school work and/or to facilitate an active nightlife
- Interview students about drinking games and/or conduct observation research on drinking games (the social functions served by these games, the meaning ascribed to the games by participants, “rules” of participation, etc.)
- The role of social media (e.g., Facebook, Twitter, Instagram, Four Square, etc.) in documenting, facilitating and enhancing college students' alcohol and other drug use
- Interview college students who abstain from drinking and/or drug use to learn why they abstain and what challenges, if any, they experience living in what some see as an alcohol-centric environment

- Environmental Factors that encourage high levels of drinking at CofC (e.g., high concentration of alcohol distribution points, low cost, relatively wealthy student body, weak law enforcement response, weak college enforcement, etc.).
- Rituals and social/cultural norms surrounding 21<sup>st</sup> birthday celebrations
- Examination of drinking and/or other drug use among students who belong to fraternities and/or sororities compared to students who are not involved in the Greek system
- Alcohol and/or other drug use among athletes as compared to students who are not athletes
- Rituals and traditions involving alcohol and/or other drug uses among students who belong to specific groups (e.g., fraternities, sororities, athletic teams, food and beverage employers, etc.)
- What benefits do students derive from using alcohol and/or other drugs
- Students' perception of the factors in Charleston and/or at the College of Charleston that encourage and/or discourage alcohol and/or other drug use
- Rituals surrounding drug use (e.g., procurement of drugs, consumption and post-consumption rituals)

While I include “alcohol and/or other drug use” in most of the above topics you should focus only on alcohol or a specific drug other than alcohol for your interviews so that you are not spreading the interview data you collect too thin.

Once you define your research question, develop 8-10 open-ended interview questions that you think will solicit the kinds of information necessary to address your research question. Regardless of the questions you ask, focus some of your attention on changes in your subjects' experiences and/or attitudes between high school and college. **YOUR RESEARCH QUESTION AND INTERVIEW QUESTIONS SHOULD BE SUBMITTED TO THE APPROPRIATE OAKS DROPBOX BY 9 a.m. on February 27th.**

Then, begin identifying five people that you will interview. I would like you to interview 5 people from varying demographic backgrounds. For example, interview a mix of people with varying backgrounds such as:

- At least 2 people from SC
- At least 2 people not from SC
- At least two Juniors or Seniors (for example, some from SC, some not from SC)
- At least two Freshman or Sophomores (for example, some from SC, some not from SC)
- At least two women (for example, one who is a Freshman or Sophomore and one who is a Junior or Senior)
- At least two men (for example, one who is a Freshman or Sophomore and one who is a Junior or Senior)

After you complete the interviews, write up a 5-6 page analysis of your interview results, looking for common and divergent themes among your interviewees' responses. Your analysis should include a summary of the demographic characteristics of your interviewees. And, you should make comparisons between your interviewees' responses and the research, concepts and ideas that we are discussing and reading for class. **YOUR FINAL PAPER SHOULD BE SUBMITTED AS A PDF FILE IN THE APPROPRIATE OAKS DROPBOX BY 9 A.M. ON FRIDAY, MARCH 28TH.**

There are a number of free PDF conversion tools available online. The one that I recommend is available at <http://www.pdfonline.com/convert-pdf/>.

You can work on the Interview and Analysis project individually or with a group of no more than two other students. If you do choose to complete this project within a group, you each will have to write-up your own analysis of the interview data that you collectively gather. Typically, students who work in a group on the Interview and Analysis project will also work with this same group on the Visual Sociology project (see below). However, this is not required.

### **Visual Sociology Project (38% TOTAL)**

Visual sociology involves at least three elements: 1) an analysis of the visual aspects of culture; 2) utilizing visual methodologies (e.g., photographs, videos, cartoons, comics, etc.); and 3) the production of visual representations of those cultural elements in which you are interested. Visual sociology captures the sociological imagination visually while applying sociological theories, concepts and ideas. Thus, you will have to develop a research question (this could be the

same/similar topic or question that you examined for the Interview and Analysis project above), research previously published research, and collect data in the form of visual representations of culture relating to college students' use of alcohol or other drugs.

The visual sociology project will consist of two parts: 1) an annotated bibliography consisting of at least 10 published scholarly articles or government reports (worth 10% of your final grade) and 2) the visual sociology product (e.g., ~5-7 minute documentary, photographic slideshow, and/or combined multimedia extravaganza) (worth 28% of your final grade).

The annotated bibliography, combined with your interview and analysis project, serves as the scholarly foundation of knowledge for your visual sociology project. In other words, what you have learned from the previous research as well as your interviews of other college students provides the data on your topic that you will represent through a visual medium.

The annotated bibliography is due Friday, March 18<sup>th</sup> by 9 a.m. as a PDF file in the appropriate OAKS Dropbox. I've asked for you to turn this in before your Interview and Analysis paper is due so that you have read previous literature on your topic to help analyze the results from your interviews. Your final visual sociology project will be revealed to the class during our regularly scheduled final exam period (for the 12:15 class: April 28<sup>th</sup>, 4-7 p.m.; for the 1:40 class, April 26<sup>th</sup>, 4-7 p.m.).

You can work on the visual sociology project individually or in a group with no more than 2 other students. If you worked on the Interview and Analysis project in a group it would make sense that you continue working with this group on the visual sociology project. However, that is not a requirement.

#### ***Individual Contribution to Group Research Project (Project and Presentation).*** (10%)

Group projects can be challenging because occasionally one or more members of a group will not pull their own weight and others in the group get stuck doing the bulk of the work. In group projects it is important to create an equal division of labor that capitalizes on each individual group member's strengths. However, whenever I assign group projects in class, I include a means of evaluating each student's individual contribution to the group's work. After your presentation of your visual sociology project, I will provide you with an assessment tool to evaluate the extent to which each of your group's members (including yourself) contributed to the group's work as well as the quality of that contribution.

#### **Attendance and Participation (10%)**

The last page of the syllabus outlines how the attendance and participation points will be allocated. I do expect you to attend every class. I will take roll at the beginning of class. **If you accumulate 7 or more unexcused absences (e.g., "unexcused" means that you do not have medical documentation and/or are not missing class to participate in a school sanctioned event), you will receive zero attendance and participation points** (this amounts to losing 10% of your grade). If you encounter medical problems during the semester that cause you to have chronic attendance problems, please contact the Director of Undergraduate Academic Services (953-5674) to arrange a Medical Withdrawal from the class.

This class will have some lecture but most of our time will be spent discussing the assigned readings—this cannot be done if you do not read the material before coming to class. Thus, I expect each of you to take an active role in your education. This involves 1) coming to class on time, 2) having read the assigned readings before coming to class and 3) being prepared and willing to participate in class discussion and activities. If you are not comfortable talking in class and/or you had something to say in class but there was not time to say it, you can text me at 843.696.5388.

Tardiness is one of my pet peeves so please be in a seat by the time class is scheduled to start. If you have a long distance to travel between classes and expect that you will frequently be late, talk with me. Otherwise, buying coffee, oversleeping, finishing a cigarette or chatting with a friend are not legitimate reasons for being late to class. If you miss a

class in which we have a graded in-class exercise or a video, you will not be able to make up the assignment or borrow the video (some videos may be available in the library’s media collection—most are my own personal copies) regardless of the reason for your absence. If you must leave class early, please sit in a seat nearest the door so as to minimize the disruption when you leave.

**SUMMARY OF GRADED ASSIGNMENTS AND DUE DATES**

	<b>Due Date</b>	<b>% of Final Grade</b>
<b>CITI Training</b>	<b>January 28<sup>th</sup></b>	<b>2%</b>
<b>Resume</b>	<b>9 a.m. Friday, February 26<sup>th</sup> as PDF in OAKS Dropbox</b>	<b>2%</b>
<b>Daily Reading Annotations and Discussion Questions</b>	<b>Tuesday &amp; Thursday At Start of Class</b>	<b>15%</b>
<b>Interview and Analysis Project</b>		<b>23%</b>
Draft of Research Question(s) and Interview Questions	<b>9 a.m. February 27<sup>th</sup> as PDF in OAKS Dropbox</b>	
Final Analysis Paper	<b>9 a.m. Friday, March 28<sup>th</sup> as PDF in OAKS Dropbox</b>	
<b>Visual Sociology Project</b>		
Annotated bibliography	<b>9 a.m. Friday, March 18<sup>th</sup> as PDF in OAKS Dropbox</b>	<b>10%</b>
Visual Sociology Product	<b>Presented to Class During Regularly Scheduled Final Exam Period</b>	<b>28%</b>
<b>Individual Contribution to Group Project</b>	<b>Completed after Presentation</b>	<b>10%</b>
<b>Class Attendance and Participation</b>		<b>10%</b>

**FINAL LETTER GRADES**

Your final grade will be calculated by adding the weighted scores on the above graded elements. OAKS will be set up to make these calculations throughout the semester and you can check your progress by clicking on “Grades” in OAKS.

96.0-100%	A (4.0)	74.0-76.9%	C (2.0)
90.0-95.9%	A- (3.7)	70.0-73.9%	C- (1.7)
87.0-89.9%	B+ (3.3)	67.0-69.9%	D+ (1.3)
84.0-86.9%	B (3.0)	64.0-66.9%	D (1.0)
80.0-83.9%	B- (2.7)	60.0-63.9%	D- (0.7)
77.0-79.9%	C+ (2.3)	≤59.9%	F (0)

**NOTE:** I do not round grades up. Thus, if your final point total is 89.9% at the end of the semester, you will receive a “B+”. Extra credit assignments will not be given to individual students after the last day of class and/or after your final grade has been posted.

## CLASS SCHEDULE

**NOTE: The schedule below may be subject to change depending on our progress each week as well as the class's evolving interests. I will communicate schedule changes to you in class and via e-mail.**

January 7: Review Syllabus and Class Expectations.

January 12: Planning for Life After Graduation: The Career Center. (12:15-12:45—Cheryl Wingert; 1:40-2:30—Meredith Gerber)

### **JANUARY 13: LAST DAY OF ADD/DROP FOR FULL SEMESTER CLASSES.**

January 14: The Sociological Imagination.

- Read "The Sociological Imagination" (OAKS)

January 19: Visual Sociology.

- Read "Visual Sociology" (OAKS)
- View [Visual Sociology: Macro Perspectives](http://youtu.be/DvK2ir5IRaw) (<http://youtu.be/DvK2ir5IRaw>)
- View [Visual Sociology: Micro Perspectives](http://youtu.be/SddLEdaj8w) (<http://youtu.be/SddLEdaj8w>)

January 21: How to Use iMovie and Movie Maker (Joey can do the 1:40 class)

- **Meet in Addlestone Library, room 120.**

January 26: The Emergence of College Drinking as a Social Problem: The Birth of "Binge Drinking"

- Read "Vital Signs: Binge Drinking Prevalence, Frequency, and Intensity Among Adults—United States, 2010" (OAKS)
- Read "Common Reactions to College Drinking" (OAKS)
- Read "Health and Behavioral Consequences of Binge Drinking in College: A National Survey of Students at 140 Campuses" (OAKS)
- Read "Popularity of 'Binge Drinking' in the Lay Press: 1990-2009" (OAKS)

January 28: Binge Drinking, Extreme Drinking, Heavy Drinking, Heavy Episodic Drinking, Risky Single-Occasion Drinking...Does What We Call it Matter?

- Read "Binge Drinking: An Exploration of a Confused Concept" (OAKS)
- Read "Binge Thinking: Henry Wechsler Has Defined the Student-Drinking Problem, for Better or Worse" (OAKS)
- Read "Guidance for authors on the policy of the Journal of Studies on Alcohol and Drugs regarding the appropriate use of the term 'binge'" (OAKS)
- **DUE TODAY: Turn in printout confirming completion of CITI Training.**

### **MONDAY, FEBRUARY 1: LAST DAY TO SUBMIT AN APPLICATION FOR SPRING '16 GRADUATION.**

February 2: The Emergence of College Students' Drug (other than alcohol) Use as a Social Problem.

- Read selections from *Drugs on the College Campus*
- Read "Molly: It's Not the Terrifying New Drug Craze the Media's Selling" (OAKS)
- Read "Fake Pot Panic" (OAKS)
- Read "Cocaine Use is a Problem at CofC" (OAKS)
- Read "Bath Salts, Spice and Drugs that Entice" (OAKS)
- Read "Evil or Enlightening? Opinions on Smoking Salvia Vary" (OAKS)



February 4: A Sociological Study of College Drinking.

- Read “The Promise and Problems of Alcohol Sociology” (OAKS)
- Read “Southern Charm and Binge Drinking” (OAKS)
- Read “If You Saw Horses, Then You Missed the Point” (OAKS)
- Read “Power of 4:20” (OAKS)

February 9: America: A Society of Drug Users?

- Read “This is Your Country on Drugs” (OAKS)
- Read “On Drugs and Mass Media in America’s Consumer Society” (OAKS)

February 11: The Importance of Context in Understanding Drug Effects: The Drug, Set and Setting Model.

- Read “Historical Perspectives on Controlled Drug Use” (OAKS)

**FEBRUARY 15<sup>TH</sup>-19<sup>TH</sup>: SCHEDULE A TIME FOR YOU (IF DOING AN INDIVIDUAL PROJECT) OR YOUR GROUP (PREFERABLY ALL GROUP MEMBERS, IF POSSIBLE) TO MEET WITH HEATH FOR 10-15 MINUTES TO DISCUSS YOUR RESEARCH TOPIC.**

February 16: Context in Understanding Drug Effects: The Drug, Set and Setting Model, continued.

- Read “Refining Rock: Practical and Social Features of Self-Control among a Group of College-Student Crack Users” (OAKS)

February 18: **NO CLASS...WORK ON PROJECTS OUTSIDE OF CLASS AND MEET WITH HEATH AT SOME POINT DURING THE WEEK, FEBRUARY 15-19.**

February 23: Discussion of Visual Sociology Projects.

- Read “Methodological Appendix” in *Getting Wasted*

February 25:

- Read Chapter 1, “This is the Shit Show? An Introduction to College Drinking” in *Getting Wasted*
- Read “An Update of Research Examining College Student Alcohol-Related Consequences: New Perspectives and Implications for Interventions” (OAKS)

March 1:

- Read Chapter 2, “Getting Wasted: The Intoxication Process” in *Getting Wasted*
- Read Chapter 3, “Being Wasted: Self and the Social Benefits of Intoxication” in *Getting Wasted*
- Read “Playing Hard: Students’ Drinking and Drug Routines” and “Getting Wasted: Extreme Party Rituals and Risks” from *Party School: Crime, Campus and Community* (OAKS)

March 3: Misc Topics.

- Read “A Hierarchy of 21<sup>st</sup> Birthday Drinking Norms” (OAKS)
- Read “Thursday Drinking and Academic Load Among College Women” (OAKS)

March 8 and 10: **NO CLASS...SPRING BREAK.**

March 15: Identity, Drinking and Drug use.

- Read “Identity: Paradise or Prison” (OAKS)
- Read “Sober as Deviant: The Stigma of Sobriety and How Some College Students ‘Stay Dry’ on a ‘Wet’ Campus” (OAKS)
- Read “The Regular: Full-Time Identities and Memberships in an Urban Bar”(OAKS)
- Read “ ‘Partier’ Self-Concept Mediates the Relationship Between College Student Binge Drinking and Related Adverse Consequences” (OAKS)

March 17: College Creation and Management of Negative Consequences.

- Read Chapter 4, “When Everything Falls Apart: How College Drinkers Manage the Negative Consequences of Collective Intoxication” in *Getting Wasted*
- Read “Drunk Shamings: An Old College Tradition Meets Modern Technology.” (OAKS)

**FRIDAY, MARCH 18: ANNOTATED BIBLIOGRAPHY DUE BY 9 A.M. AS PDF IN OAKS DROPBOX.**

**MARCH 18: LAST DAY TO WITHDRAW FROM FULL SEMESTER CLASSES WITH A “W”.**

March 22: The Morning After.

- Read Chapter 5, “The Morning After: Hangovers and Regrets” in *Getting Wasted*.
- Read Chapter 6, “Using Drunk Support: Responding to the Persistence of Heavy Drinking” in *Getting Wasted*.

March 24: Prescription Drug Use Among College Students.

- Read [“Student Drug Use Increases During Finals Week”](#) (Link to Online Article Available in OAKS)
- Read “Academic Strain and Non-Medical Use of Prescription Stimulants Among College Students” (OAKS)
- Read “The Hurried Society and Our Existence” (OAKS)

**FRIDAY, MARCH 25<sup>TH</sup>: FINAL INTERVIEW ANALYSIS PAPER DUE BY 9 a.m. AS PDF IN OAKS DROPBOX.**

March 29: Gendered Drinking and Drug Use.

- Read “Drinking Like a Guy: Frequent Binge Drinking Among Undergraduate Women” (OAKS)
- Read “It is Cool to Drink Like a Guy, But Not Cool to be Drunk Like One: The Social Implications of Gender on Heavy Drinking” (OAKS)
- Read “Man-ing Up and Getting Drunk” (OAKS)

March 31: **NO CLASS...WORK ON VISUAL SOCIOLOGY PROJECTS OUTSIDE OF CLASS.**

April 5 and 7: **NO CLASS...SET AN APPOINTMENT THIS WEEK (APRIL 4-8) TO MEET WITH HEATH TO DISCUSS YOUR PROJECTS.**

April 12: To Be Announced.

April 14: To Be Announced.

April 19: **NO CLASS...HEATH AVAILABLE BY APPOINTMENT TO CONSULT WITH INDIVIDUALS AND GROUPS ON VISUAL SOCIOLOGY PROJECT.**

**12:15 CLASS:** Thursday, April 28<sup>th</sup>, 4:00-7:00 p.m.: PRESENTATION OF VISUAL SOCIOLOGY PROJECTS AND SUBMIT ANNOTATED BIBLIOGRAPHY TO APPROPRIATE OAKS DROPBOX (**COLLEGE APPROVED FINAL EXAM PERIOD**)

**1:40 CLASS:** Tuesday, April 26<sup>th</sup>, 4:00-7:00 p.m.: PRESENTATION OF VISUAL SOCIOLOGY PROJECTS AND SUBMIT ANNOTATED BIBLIOGRAPHY TO APPROPRIATE OAKS DROPBOX (**COLLEGE APPROVED FINAL EXAM PERIOD**)

### Attendance and Participation Points

Criteria	Points				
	3	2	1	0	
<b>Class Attendance</b>	0-2 Unexcused Absences	3 Unexcused Absences	4 Unexcused Absences	5 Unexcused Absences	____ * 4 = ____/12
<b>Promptness</b>	You <b>always</b> arrive to class on time.	You are late to class <b>1-2 times</b> .	You are late to class <b>3-4 times</b> .	You are late to class <b>five or more times</b> .	____ * 3 = ____/9
<b>Level Of Engagement (includes posts on OAKS Disc. Board or texts to Heath)</b>	You proactively contribute to class by offering ideas and/or asking questions <b>1-2 times per week</b> .	You proactively contribute to class by offering ideas and/or asking questions <b>once every two weeks</b> .	You contribute to class by offering ideas and/or asking questions <b>once every 3-4 weeks</b> .	You <b>never</b> contribute to class by offering ideas and/or asking questions.	____ * 9 = ____/27
<b>Application of Class Material</b>	When participating in class discussion, your comments <u>almost always</u> demonstrate that you understand the assigned readings and can successfully articulate ideas about and critiques of the readings.	When participating in class discussion, your comments <u>sometimes</u> demonstrate that you understand the assigned readings and can successfully articulate ideas about and critiques of the readings.	You <u>rarely</u> participate in class discussion <b>or</b> your comments <u>usually</u> do not demonstrate that you understand the assigned readings and can articulate ideas the readings.	You <u>never</u> participate in class discussion <b>or</b> your comments are <u>never</u> demonstrate that you understand the assigned readings.	____ * 9 = ____/27
<b>Behavior</b>	You <b>never</b> display disruptive behavior during class (e.g., text messaging, sleeping, talking when others are talking, checking your e-mail, etc.)	You display disruptive behavior 1-2 times during the semester.	You display disruptive behavior 3-4 times during the semester.	You display disruptive behavior 5 or more times during the semester.	____ * 3 = ____/9
<b>Total Points</b>					____/84 points