

Defining Drugs: The Biocultures of Substance (Ab)use

ENG 101 Section 000

Meeting location: Callaway Center N203

Meeting time: MWF 8:00-8:50

Website: <http://coreygoergen.com/drugs>

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Contact: cgoerge@emory.edu

Office Hours: MWF 9-10,

N201 Callaway or by appointment

Course Description

Everywhere we look, we see discussions of drugs: commercials for beer run alongside anti-smoking campaigns (which are often funded in part by tobacco companies!). Pharmaceutical companies advertise their drugs as the solution to ailments both long-standing and newly “discovered” (while also admitting, quietly, to a long list of potential side-effects). Drugs are variously depicted as medically useful products, valid recreational pursuits, useful aids to productivity, and deeply dangerous.

In investigating these various depictions, we'll also investigate how different academic disciplines and genres of writing value different types of evidence (or use similar evidence towards different ends). We will then critically engage in these debates to contribute to a wiki project and a collaborative annotated bibliography, to analyze critically a cultural artifact, and to produce a thesis-driven research paper. For our culminating project, we will collect polished versions of those projects and other minor assignments into electronic portfolios.

Learning Outcomes

In successfully completing this course, you will develop a wide range of skills called for and defined by the Council of Writing Program Administrators. You will learn rhetorical strategies for engaging and persuading a range of audiences, learn to critically analyze the texts you read to identify similar strategies, and learn to see writing as a process that is both individual and collaborative and that includes both initial invention and careful revision. Students will rely on electronic environments for drafting, revising, and sharing texts and learn how to employ the advantages of that medium in their work. For more specifics, see <http://wpacouncil.org/positions/outcomes.html>.

Required Texts

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. Third Edition. New York: W. W. Norton & Company, 2014.

The Wire, season one (available on DVD, on HBOgo, Amazon Instant, and Course Reserves)

Various texts on blackboard and Course Reserves (see course calendar).

Assignments and Weights

Drug Backgrounds (annotated bibliography and wiki page)	15%
Cultural Addictions: Cultural Artifact Analysis	15%
Thesis-Driven Research Paper	20%
Blog Posts on <i>The Wire</i> and Drug Knowledges	10%
Final E-Portfolio	20%
Low-Stakes/Informal Writings	10%
Participation	10%

Grading Criteria

- A “C” paper is organized around a recognizable thesis and develops an argument. Those qualities are recognizable despite possible surface-level errors.
- A “B” paper presents a sophisticated thesis and develops an argument across well-organized paragraphs connected by transitional elements. Surface-level errors do not affect comprehension.
- An “A” paper meets all the requirements of a “B” paper, but also demonstrates distinctive skill in thinking, organization, style, and/or other elements of writing. An “A” paper need not be written in perfect prose, but will contain few—if any—noticeable surface-level errors.
- A “D” paper lacks an argument or fails to meet one or more of the assignment’s requirements.
- An “F” paper lacks a recognizable argument and fails to meet the assignment requirements (or is late).

Domain of One's Own

This course will participate in Emory's “Domain of One's Own” project. While no previous experience with web publishing is required for success in this course, you will be expected to publish much of your writing for this class on the web. In addition to Emory Blackboard, class assignments and discussion will take place in the following spaces:

twitter We will use twitter for informal conversations throughout the semester using the hashtag, #drugcomp14. You may use your personal twitter account or create an account specifically for our class. Plan to tweet a few times each week with questions/comments about the reading, thoughts about each week’s episode of *The Wire*, and to share things you find in your day to day lives that pertain to drugs and drug use.

domain Your final project for the class is an online portfolio (see: assignment sheet) on which you will publish polished versions of your writing. In addition, you will use this space to post blog posts in response to *The Wire* (see: *The Wire* Blog Posts assignment sheet). We will work on developing these sites over the course of the semester. You will register your domain through Emory’s Domain of One’s Own.

Email

Email is the best way to contact me if you have questions or concerns. Generally, I will respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email, so check your Emory-based email account at least once every 24 hours.

Attendance Policy

Much classroom time in this course will be devoted to classroom discussions and writing workshops. As such, your attendance in class is necessary not only to your success but also to the success of your classmates. As such, you are expected to be in class, on time. Students are allowed 3 unexcused absences without penalty. Students who miss between 4 and 6 classes will be penalized one letter grade. Students who miss more than 6 classes will be penalized two letter grades.

Late Work

Students are expected to complete both major and minor assignments on time. No late work will be accepted on minor assignments. Late major assignments will be accepted within 48 hours of the due date. Papers turned in within the first 24 hours of the due date will be penalized 15%. Papers turned in between 24 and 48 hours after the due date will be penalized 30%. Papers turned in more than two days late will not be accepted. If you are absent on the day something is due, it is your responsibility to get the assignment to me on time. Finally, computer issues will *never* excuse late work. Keeping track of electronic documents is necessary to success at the college level. Save early, often, and in multiple places.

Electronic Devices

Both for reasons of accommodation and because they sometimes offer significant contributions to class activities, you may use computers or tablets during class. That said, I reserve the right to ask particular students to put devices away if they become distractions. Students found to be using their devices for purposes unrelated to the classroom will be counted absent for the day.

Academic Honesty

I take academic honesty very seriously, and I expect my students to do the same. Any assignment found to be plagiarized will receive a zero at the minimum, but I also plan to report instances of academic misconduct to the Honor Council. For more information, see http://catalog.college.emory.edu/academic/policy/honor_code.html.

Public Writing, Public Debate

As learning to respond to feedback from an audience is a major goal of the class, we will be devoting much time—both in and out of class—to sharing our work as it progresses towards a graded copy. Keep this in mind as you develop your ideas. Likewise, I expect that students take their role as listener and reader seriously: this classroom aims to be a safe space for all to express their opinions and experiences without judgment or ridicule. Disagreements can and will happen, of course, but those disagreements will be investigated ways that respect every participant's right to her or his opinion.

Emory Counseling Services

Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be.

Access, Disability Services, and Resources

My goal is to help you succeed both in this course and at Emory. Please let me know if there are factors keeping you from performing to your best ability. Those factors might include your personal learning style, classroom dynamics that might make you uncomfortable, ESL issues, disability or chronic illness, and/or personal issues impacting your work. I will work to help you resolve those issues when they arise.

Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (ADSR, formerly the Office of Disability Services, ODS) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to their professor at the beginning of the semester, or when the letter is received.

Disability Studies Initiative

The Disability Studies Initiative at Emory is a working group generated across departments and schools that is dedicated to interdisciplinary research and teaching by faculty and students. The Initiative is led by a group of faculty and students who are interested in the social, cultural, historical, political, and legal dimensions of disability in our world. Our mission is to promote the growth and increase the profile of Disability Studies at Emory University. For more information, please visit disabilitystudies.emory.edu

Emory Writing Center

I encourage you to use the Emory Writing Center as you draft and revise your assignments for this class. The Writing Center is located in Callaway N212. Regular appointments are 45 minutes long. You should bring a hard copy of your assignment, any relevant writing (notes, a draft, the url for your website, etc.), and a plan for what you want to work on. In addition to regular appointments, they offer walk-in visits, a good resource when you have a quick question or can't get an appointment. To view their hours, make an appointment, and get more information, go to writingcenter.emory.edu.

English as a Second Language Program

ESL Tutoring and other services are available for help with writing and speaking assignments associated with Emory College courses. Tutors are specifically trained to help ESL students develop their academic language skills. Any Emory undergraduate enrolled in an Emory College course who is a non-native speaker of English may use their services. For more information, please visit <http://college.emory.edu/home/academic/learning/esl/>.

Writing Workshops

The Emory Writing Program and the Emory ESL Program offer weekly workshops dedicated to the key elements of the writing process. These hour-long sessions provide structured, guided time to work on those elements as they pertain to your actual assignments. While some workshops will begin with brief remarks from the facilitator, the bulk of the workshop time will be dedicated to allowing you to work individually and/or collaboratively on assignments for your actual classes.

Schedule (subject to change with notice from instructor)

Date	Class Goals	To Prepare
<i>Week 1: Introductions and the NIDA Paradigm</i>		
Wed, 8/27	Introductions	
Fri, 8/29	“Brain Imaging,” from <i>Addiction</i> Mapping out the NIDA Paradigm	Read: <i>They Say</i> , Introduction (1-15) NIDA: “Drugs, Brains, and Behavior” (blackboard) Write: tweet a question about the syllabus to #drugcomp14
<i>Week 2: The NIDA Paradigm and the Emory Library</i>		
Mon, 9/1	No Class: Labor Day Holiday	
Wed, 9/3	Annotated Bibliography Academic Honesty Paraphrasing	Read: <i>They Say</i> , Ch. 1 (19-30) Courtwright, “The NIDA Brain Disease Paradigm” (Course Reserves) Email me: List of three choices for drug topic.
Fri, 9/5	<i>The Wire</i> Summarizing Websites & Twitter	Read: <i>They Say</i> , Ch. 2 (30-42) <i>Points</i> blog responses to Courtwright (blackboard) Watch: <i>The Wire</i> , Episode 1

<i>Week 3: NIDA Responses</i>		
Mon, 9/8	Library Orientation	Read: look over Woodruff Library citation guide
Wed, 9/10	Quotations	Read: <i>They Say</i> , Ch. 3 (42-53) Kushner, "Towards a Cultural Biology of Addiction" (Course Reserves) Bring: A source for your paper and its citation
Fri, 9/12	<i>The Wire</i> Writing Paragraphs Lab Time	Read: <i>They Say</i> , Ch. 8 (105-120) Watch: <i>The Wire</i> , Episode 2 Listen: <i>On The Media</i> : "Cameras in the Interrogation Room" (Blackboard) Bring: Complete Bibliography; One Annotation Draft
<i>Week 4: Words and Ideas: Rhetorics of Addiction and Radical Revision</i>		
Mon, 9/15	White and Addiction Rhetorics Lab Time	Read: White, "The Lessons of Language" (Course Reserves)
Wed, 9/17	Radical Revision	Attend a Zotero Workshop by this date Bring: Draft of Annotated Bibliography
Fri, 9/19	Collaborative Work Day: Zotero, Wikis	Watch: <i>The Wire</i> , Episode 3
<i>Week 5: Finishing Touches, Evidence and the Opium Panic</i>		
Mon, 9/22	Asynchronous class: work on your papers	Turn in: Annotated Bibliographies due by email at 5 p.m.
Wed, 9/24	Discuss Wiki translations <i>They Say</i> practice Victorian Opium Dens	Read: <i>They Say</i> , Ch. 4 (55-67) Coleridge, "Kubla Khan" (Blackboard) Dickens, from <i>The Mystery of Edwin Drood</i> (Reserves) Kernahan, "A Night in an Opium Den" (Reserves)
Fri, 9/26	Examining Evidence Rhetorical Situations	Read: Berridge, from <i>Opium and the People</i> (Course Reserves) Watch: <i>The Wire</i> , Episode 4

<i>Week 6: Adapting to Rhetorical Situations and Audience Expectations</i>		
Mon, 9/29	From Invention to Thesis	Read: <i>They Say</i> , Ch. 5 (68-78) <i>They Say</i> , Ch. 8 (105-120) Blackboard Post: Reflection on Annotated Bibliography
Wed, 10/1	Collaborative Lab Time: Finding Connections	Read: <i>They Say</i> , Ch. 9 (121-128)
Fri, 10/3	<i>The Wire</i> Peer Review	Watch: <i>The Wire</i> , Episode 5 Bring: Wiki Page Draft
<i>Week 7: Addicting Narratives, Building Arguments</i>		
Mon, 10/6	Culture and Drugs: Intro Paper Workshop	Due: Wiki Page Due by email at 5 p.m.
Wed, 10/8	Recovery Narratives: Collaborative Wiki composition	Read: Warhol, "The Rhetoric of Addiction" (Course Reserves) Blackboard: Wiki Reflection
Fri, 10/10	<i>The Wire</i> Bissell and Generic Conventions Discuss <i>The Wire</i> blog post ideas	Read: Bissell, "Video Games: The Addiction" (Blackboard) Watch: <i>The Wire</i> , Episode 6

<i>Week 8: Cultural Addictions, Paper Work</i>		
Mon, 10/13	No Class: Fall Break	
Wed, 10/15	Close Reading/Analysis	Read: Kilbourne, "Please, Please, You're Driving Me Wild" (Course Reserves) Due: Wire blog post 1 due
Fri, 10/17	Student Curated Cultural Artifacts Anticipating Debates	Read: <i>They Say</i> , Ch. 6 (78-91) [Student-Curated Cultural Artifacts] Watch: <i>The Wire</i> , Episode 7
<i>Week 9: Close Reading Practice, Paper Work</i>		
Mon, 10/20	Reading Texts Setting the Stakes	Read: <i>They Say</i> , Ch. 7 (92-101) [Student-Curated Cultural Artifacts] Bring: paper proposal
Wed, 10/22	Revision Workshop	Read: <i>They Say</i> , Ch. 11 (139-160) [Student-Curated Cultural Artifacts]
Fri, 10/24	<i>The Wire</i> Revision Work	Watch: <i>The Wire</i> , Episode 8 Bring:
<i>Week 10: Recognizing Discourses</i>		
Mon, 10/27	Peer Review	Due: Artifact Analysis Draft, Reverse Outline
Wed, 10/29	Thesis-Driven Research Paper Recognizing Discourses and Debates	Read: Carr, "Is Google Making us Stupid?" (Blackboard) Watch: <i>The Wire</i> , Episode 9
Fri, 10/31	TBD	Due: Artifact Analysis Due at 5 p.m.

<i>Week 11: Legal Interventions, Practical Mechanics</i>		
Mon, 11/3	Metacommentary Crack in the Media	Read: <i>They Say</i> , Ch. 10 (129-137) Fitzgerald, "'Crack Baby' Study Ends" (Blackboard) Watch: <i>New York Times</i> retro report, "Crack Baby" (Blackboard.) Blackboard: Artifact Analysis Reflection
Wed, 11/5	Finding, Exploiting Angles	Listen: Martin, <i>Tell Me More</i> (Blackboard) Read: Feder, "Lead Pipes vs. Crack Pipes" (Blackboard)
Fri, 11/7	TBD Research Paper Workshop Day	Watch: <i>The Wire</i> , Episode 10 Write: The Wire Blog Post 2 Due
<i>Week 12: Medical Interventions, Research Work</i>		
Mon, 11/10	Discuss Kinsey Research and Website Troubleshooting	Read: Kinsey, et al, "Anti-drug vaccines to Treat Substance Abuse" (Course Reserves) Due: New Works Cited Page
Wed, 11/12	Discuss Young Peer Review/Troubleshoot Citations	Read: Young, et al, "Immune to Addiction" (Course Reserves)
Fri, 11/14	<i>The Wire</i> Drafting Time	Watch: <i>The Wire</i> , Episode 11 Listen: <i>Marketplace</i> segment: "The killer cure for alcoholism in Russia" (Blackboard)

<i>Week 13: Research Work</i>		
Mon, 11/17	Lab Time	
Wed, 11/19	Peer Review	Due: Research Paper Rough Draft
Fri, 11/21	TBD Paper Workshop Time	Watch: <i>The Wire</i> , Episode 12
<i>Week 14: Research Papers</i>		
Mon, 11/24	Asynchronous Class: Work on your papers.	Due: Research Paper by email on Tuesday, 11/25 at 5 p.m.
Wed, 11/26	No Class: Thanksgiving Holiday	
Fri, 11/28	No Class: Thanksgiving Holiday	
<i>Week 15: Portfolios</i>		
Mon, 12/1	<i>The Wire</i> wrap up Portfolio Talk	Watch: <i>The Wire</i> , Episode 13
Wed, 12/3	Portfolio Workshop: Peer Review	
Fri, 12/5	Portfolio Workshop: Technology	
<i>Week 16: Portfolios, cont'd.</i>		
Mon, 12/8	Portfolio Work: Open Work Time	Due: <i>The Wire</i> Blog Post 3
Th, 12/11	Final Period: 11:30-2:00 <i>Informal</i> Portfolio Presentations	Due: Final Portfolio Website at 5 p.m.