

# Mayville State University

## SOC 355, Drugs & Society

Fall, 2024

3 Credit Hours

### Course and Instructor Information

**Instructor Name:** Lonamalia Smith

**Contact Information:** Classroom Building, 111B. Email- [lona.smith@mayvillestate.edu](mailto:lona.smith@mayvillestate.edu)

**Office Phone-** (701) 788-4812

**Hours of Availability:** M W F 9:00 am – 12:00 pm

**Instruction Mode:** on-campus face-to-face

**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT).

**Meeting Times and/or Location:** T & Thu 12:00 – 1:15 pm Classroom Building, room 101 Choir Room

### Course Materials and Technologies

#### Required

Levinthal, Charles F. *Drugs, Society and Criminal Justice 5<sup>th</sup> Edition* ISBN #: 978-0135180037

Consistent and reliable access to Blackboard Ultra and your Mayville State email.

### Course Description

A study of the sociology of marriage and family life, including contemporary changes and challenges.

**Pre-/Co-requisites:** SOC 110 Introduction to Society

### Course Objectives

The purpose of this course is to discuss and understand the impact of drugs on the individual and on our society. The many components include the history of illicit and licit drug use and misuse. Gain an understanding of the effects of drug use and misuse on the body. Other themes include, the government's policies and regulations, criminalization of drug use, the medical profession and the development of drugs and the types of rehabilitation for the recovery of addicts.

By the end of the semester, you should be able to:

- 1) Explain key sociological concepts and theories to apply them to phenomenon of drugs and their impact on our society.
- 2) Understand the major sociological paradigms and their fundamental assumptions.
- 3) Be aware of the role that the medical profession, government, education, the mass media and other social institutions play in the socialization process and the lifelong effects they have on the individual in society regarding drugs.

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Health Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#))

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## Standards Alignment (Health Education Program Approval Standards-ND ESPB):

- Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.
- Component 1.c: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.
- Component 1.d: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.
- Component 2.b: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.
- Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.
- Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.
- Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.
- Component 4.b: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.
- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
- Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.

## Course Expectations

### Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University e-mail address. **I am available by email and all communications from students will be answered within 72 hours.** I cannot guarantee answering emails over the weekends. I do suggest that you email me at any time of the day or night with issues or concerns. However, I do not always check emails over the weekend or after 4:00 p.m. In other words, please plan accordingly if you will need input from me.

My expectation for an e-mail is to be written in a professional manner. Your correspondence with professionals (faculty, staff etc.) should contain a greeting and a sign-off, as well as careful editing. If emails sent to me are not designed properly, you run the risk of me not responding to them.

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## Assignments and Assessments

ASSIGNMENTS	TOTAL # ASSIGNMENTS	POINTS POSSIBLE FOR EACH	TOTAL POSSIBLE POINTS
<b>Textbook Assignments:</b> Assignments contain critical thinking and reflection questions. They are labeled with page numbers and due dates.	8	20 points each	160
<b>Film Reviews:</b> You will watch five video/films and answer discussion questions.	5	20 points each	100
<b>Unit Exams:</b> The exam covers material from the chapters in the unit and may include any supplemental material I have posted for that unit.	4	100 points each	400
<i>Total Points Possible</i>			660

## Evaluation and Grading

We will use the standard grading scale for the class:

**A 100-90%    B 89-80%    C 79-70%    D 69-60%    F 59-0%**

## Enrollment Verification

### On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

## Proctor Notification

No proctors are required for this course.

## Late Arrivals

The grading system for students adding this course after the first day of instruction will NOT be modified. Students will be penalized for missed assignments and the student is still responsible for learning the course material that was covered during their initial absence.

## Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities

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- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

## Course Timeline/Schedule

The class Blackboard page will be your main directive for assignment criteria, due dates, and all communication for the course. Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Course Schedule is laid out on our Blackboard page.

Always check announcements in Blackboard, changes to the content and assignments will be updated there.

The last day to drop the course is Monday, November 11<sup>th</sup> at the end of the business day (4:00 p.m. C.S.T.).

The Final Exam is scheduled for Tuesday, 12/17 at 12:00 p.m. C.S.T.

## Essential Studies

As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

## Program Student Learning Outcomes (SLOs) Addressed in This Course

This section may be required by your Division. It is recommended for all courses.

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- Enter SLO and description here.
- Enter SLO and description here.

**The following SLOs/Professional Standards will be mastered in this course:**

SLOs/Professional Standards	Mastery Assignment
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## **Labor Acknowledgement:**

We respectfully acknowledge our debt to the enslaved people, primarily of African descent, whose labor and suffering built and grew the economy and infrastructure of a nation that refused to recognize their humanity. While the 13th Amendment to the Constitution technically ended “slavery” in the U.S., we know that slavery’s ongoing impacts are still felt by countless people forced – through violence, threats, and coercion – to work in the U.S. We recognize our debt to exploited workers past and present whose labor was and continues to be stolen through unjust practices. We acknowledge our collective debt to the Indigenous peoples of this land whose labor was forced and exploited, the Chinese immigrants who built railroads that allowed for westward American development, Japanese Americans whose properties and livelihoods were taken from them while incarcerated during World War II, and migrant workers from the Philippines, Mexico, and Central and South America who have worked Pacific Northwest farms and canneries. We recognize the immigrant and American-born workers of African, Asian, and Central and South American descent whose labor remains hidden in the shadows but still contributes to the wellbeing of our collective community. We recognize that our economy continues to rely on the exploited labor of incarcerated people, largely people of color, who earn pennies an hour while generating billions in goods and services each year. And we know there are many other people, too numerous to mention, who are prevented from reaping the true value of their labor by unjust systems and cruel practices. We mourn their loss of life, liberty, and opportunity. We acknowledge that the theft of labor is the theft of generational progress. Nearly all people of color have been robbed of the opportunity and wealth that their ancestors might otherwise have passed on to them.