

History 401: Alcohol and Other Drugs in American History
Spring 2016, Thursday 11a-1:40p, 532 Park Hall

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Office hours: Thursday 9-10am, 2-3pm, or by appointment

COURSE DESCRIPTION

Do you use drugs? You probably do. And you're not alone: most Americans regularly use at least some drugs, whether it be beer, coffee, cigarettes, Adderall, NyQuil, marijuana, OxyContin, heroin, or something else. Drug taking is something most Americans share.

Yet what we share also divides us. Some drug markets are legal and well-advertised, others are illegal and clandestine. Some drug use saves lives, other use kills. Where a person's drug use falls on this spectrum—whether it harms or helps, brings praise or condemnation, raises stock prices or fills prisons—does not depend on the pharmacological characteristics of the drugs involved. Instead it is determined by social contexts of manufacture, commerce, and consumption. These context, in turn, are shaped by culture and politics: by our understanding of disease and the configuration of our medical system; by our understanding of morality and the configuration of our criminal justice system; by our understanding of self-fulfillment and the configuration of our consumer culture; and by our understanding of race, class, and gender and the configuration of our social hierarchies. In other words, they are shaped by history.

This course explores the history of alcohol and other drugs, using selected readings and a guided primary research paper to discover how drug takers, drug sellers, and drug police helped make and remake modern America.

REQUIRED TEXTS:

The following books are available at Follett's on North Campus. Other materials will be available online through UBLearns.

Eric Schneider, *Smack: Heroin and the Postwar City*

COURSE REQUIREMENTS:

I expect you to attend all classes (on time), having read & thought about all assigned material for the week; I expect you to participate in class discussions; and I expect you to complete all assignments on time.

1. Participation (20%): You will be assigned a letter grade for your preparation and participation, based on attendance and the quality and quantity of your participation in class discussions & any in-class presentations or writing assignments.

Extra credit blog posts: participation grades for the week's class will go up by one full letter grade for students who post a response to the week's blog question by 10pm the night before class.

2. **Eight take-home quizzes (15%):** Short-answer worksheets on the readings, due in class.
3. **Short essay (20%):** Short essay on Units 1-3, due April 13th at the beginning of class.
4. **Research paper (45% total, broken down as follows):**
 - **Complete draft of research paper (10-12 pages, 10%):** A complete, coherent draft due online via UB Learns on April 30th by midnight.
 - **Oral presentation of research results (5 minutes, 10%):** Well-organized, competently delivered analysis of your documents and research conclusions, May 11th in class.
 - **Revised final draft of research paper (10-12 pages, 25%):** A fully revised, polished research paper, with proper footnotes and bibliography, due Monday, May 15th by 5pm.

CLASSROOM BEHAVIOR

All students are welcome to voice their views. Civil expressions of disagreement and alternative perspectives are encouraged. Obstructive or disruptive conduct will not be permitted in accordance with UB policy on classroom behavior:

<http://catalog.buffalo.edu/policies/course/obstruction.html>.

PLAGIARISM & EXTERNAL SOURCES POLICY:

All students are expected to be familiar with and abide by the University's academic integrity policies, available in the Undergraduate Catalog (<http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml>) or the Graduate School Policies and Procedures Manual (<http://www.grad.buffalo.edu/policies>). Plagiarism detection software will be used in this course to aid in determining the originality of student work. All written work will be submitted digitally through UB Learns as well as in hard copy.

What is plagiarism? Briefly, it is using the work and words of another writer (whether from print sources, from the Web, or from another student) without giving clear credit to her/him. Plagiarism is unacceptable in any course assignment, big or small, and will result in an "F" grade for the entire course. If you have any questions or doubts, ASK.

ACCESSIBILITY RESOURCES:

UB's Accessibility Resources Office coordinates services and accommodations to ensure the accessibility and usability of all UB programs, services, and activities by people with disabilities. To receive accommodation for physical and learning disabilities, students are required to register with that office; more information can be found at <http://www.student-affairs.buffalo.edu/ods/>.

LEARNING OUTCOMES AND ASSESSMENTS:

SUNY “American History” General Education Requirements (GER):

- **SUNY GER 1:** Students will demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society
- **SUNY GER 2:** Students will demonstrate knowledge of common institutions in American society and how they have affected different groups
- **SUNY GER 3:** Students will demonstrate understanding of America's evolving relationship with the rest of the world

Learning Outcomes	Class discussion	Take home quizzes	Midterm Essay	Research paper	Research presentation
<u>Historical Knowledge</u>					
-identify key events, people, and eras in the history of alcohol and drugs in America * SUNY GER 1	X	X	X	X	X
-understand the origins and legacies of anti-drug and anti-alcohol campaigns and criminalization, domestically and transnationally * SUNY GER 1, 2, 3	X	X	X	X	X
-understand the historical development of addiction treatment * SUNY GER 1, 2	X	X	X	X	
-understand the commercial history of licit and illicit traffic in alcohol and drugs, domestically and transnationally * SUNY GER 1, 2, 3	X	X	X		
-understand how lines between licit and illicit substances have been created and changed over time * SUNY GER 1, 2	X	X	X		
<u>Historical Thinking</u>					
-compare and evaluate the experiences of using alcohol and other drugs in different places, communities, and time periods * SUNY GER 1, 2	X	X	X	X	X
-evaluate the strengths and weaknesses of different political, cultural, and medical responses to alcohol and drug abuse * SUNY GER 2	X	X	X	X	X
-understand how the history of alcohol and drugs is used to inform current debates and policies * SUNY GER 1, 2	X	X	X	X	X
<u>Historical Skills</u>					
-construct convincing arguments supported by evidence from primary and secondary sources	X	X	X	X	X
-write clear, detailed analyses about historical questions and problems			X	X	
-strengthen ability to read closely	X	X	X	X	
-develop oral communication skills	X				X

Feb 2: Introduction

Thinking about drugs and alcohol
Mini lecture: The alcoholic republic

UNIT 1: Men, women, and booze

Feb 9: Bars and the gender wars

Madelon Powers, "The Poor Man's Friend" (13 pages)
Elaine Frantz Parsons, "Risky Business" 1-13 (13 pages)
Jack London, *John Barleycorn* (1913), Chapters 1, 3-6, 10

Elaine Frantz Parsons, *Manhood Lost*, 157-181 (24 pages)
Thomas Pegram, *Battling Demon Rum*, 85-108 (23 pages)

Mini lecture: Criminalizing alcohol

Feb 16: Prohibition and the birth of the nightclub

Catherine Gilbert Murdock, *Domesticating Drink*, 70-133 (63 pages)
Jack S. Blocker, "Did prohibition really work?" (11 pages)
Dashiell Hammett, *The Thin Man* (1933), 3-22

Mini lecture: Begin watching "Days of Wine and Roses"

Feb 23: The origins of "alcoholism"

Lori Rotskoff, *Love on the Rocks*, 61-86, 149-162, 171-190 (57 pages)
McClellan, "Lady Tiplers" (31 pages)

Mini-lecture: Finish watching "Days of Wine and Roses"

UNIT 2: Race and the drug war

March 2: Inventing the "junkie" [119 pages]

Courtwright, *Dark Paradise*, 35-84, 110-123 (62 pages)
Acker, "Heroin addiction and urban vice reform" (2002), p. 13-42 (29 pages)
Acker, "Constructing the addict career" (2002), p. 98-124 (26 pages)

New York Times articles on opium and morphine (1870s/1880s; 4 pages)

March 9: Heroin in the classic era [115 pages]

Schneider, *Smack: Heroin and the Postwar City*, p. 1-115

Columbia University, *Trapped!* [1950s comic book]
Holiday of Horrors [1950s comic book]

March 16: Dealing with dope [88 pages]

Schneider, *Smack: Heroin and the Postwar City*, p. 116-204
Michael Tabor, "Capitalism plus dope equals genocide" (1970)

MARCH 23: SPRING BREAK!

UNIT 3: Limbic capitalism

March 30: Pills & cigarettes in the drug war

Allan Brandt, "Engineering Consent" (32 pages) and "Constructing Controversy" (52 pages)
David Herzberg, "Entitled to Addiction"

Prescription drug advertisements (various dates)

April 6: Postmodern pleasures

Michael Moss, "The extraordinary science of addictive junk food," *New York Times*
Natasha Dow Schull, *Addiction by Design*, selection TBA
Keith Wailoo, "OxyContin Unleashed," 168-201
Patrick Radden Keefe, "Buzzkill," *New Yorker* (2013)

UNIT 4: Research paper: Getting to know "crack"

April 13: What do we need to know?

MIDTERM ESSAYS DUE AT THE BEGINNING OF CLASS

MEET IN HEALTH SCIENCES LIBRARY, HISTORY OF MEDICINE ROOM

April 20: Framing the paper

MEET IN HEALTH SCIENCES LIBRARY, HISTORY OF MEDICINE ROOM

April 27: No class: writing!

Rough drafts due Sunday, April 30th by midnight (but I won't check until next morning)

May 4: Workshopping

Peer review & comments on draft.

May 11: Presentations

Research presentations.

Final drafts due Monday, May 15th, 5pm