University of Waterloo Land Acknowledgement

With gratitude, we acknowledge that the University of Waterloo is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2020

Course Code: HIST 277
Course Title: Criminalization vs Control: The Regulation of Alcohol, Drugs and Gambling in Canada

Class Times/Location: Tues/Thurs 4:00-5:20 PAS 1229

Instructor: Dr. Catherine Briggs
Office: PAS 1236
Office Phone: Ext. 37018
Office Hours: TBA
Email: clbriggs@uwaterloo.ca

Course Description
This course examines the evolution of laws and policies and the often contentious debates surrounding the place of drugs, alcohol, and gambling, as well as the people who partake in these activities, in Canadian society. The course begins in the early 1800s as governments (in what would soon become Canada) increasingly regulated and prohibited these activities and continues to the present day debate over the appropriate legal and social responses to the opioid crisis. While significant changes have occurred in ideas about the role of law and the state in restricting the choices of individuals and in the construct of addiction, present day debates over the role of law enforcement, regulatory control to protect society from harm, “recreational” enjoyment vs abuse, and the stigmatization of those facing addiction have remarkable similarity to the past.
Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

A. Students will develop a good understanding of the evolution of ideas and policies surrounding drugs, alcohol, and gambling from the 1800s to the present day.
   - Lectures and discussions will allow students to understand and debate how policies and laws surrounding drugs, alcohol, and gambling reveal and intersect with the political, economic, and social developments, concerns and debates in Canada's history.

B. Students will improve their understanding of scholarly methodology in history and legal studies and their ability to research topics.
   - The lectures, assignments and discussions will allow students to improve their ability to access, interpret and analyze a range of scholarship, on-line resources, and primary materials (written and visual).

C. Students will improve their ability to interpret and present ideas and arguments.
   - Through assignments, students will improve their writing skills and ability to present and prove arguments and ideas.

Required Text
- Marcel Martel, Canada the Good: A Short History of Vice Since 1500 (Wilfrid Laurier University Press, 2014).
- Additional readings from websites, media sources, and journals will be uploaded and linked to Learn.

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Analysis</td>
<td>TBA</td>
<td>20%</td>
</tr>
<tr>
<td>Participation or Written Summary</td>
<td>TBA</td>
<td>20%</td>
</tr>
<tr>
<td>Source Critique</td>
<td>TBA</td>
<td>30%</td>
</tr>
<tr>
<td>Take-Home Exam</td>
<td>TBA</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Document Analysis
The document analysis should be approximately 5 pages in length (double-spaced with a standard character size and font. Note that the page limit is a guideline. Students can exceed the 5 pages if necessary. For this assignment, students are required to analyze a primary source. A “primary” source is a document created or originating from the time period under study. They include written items, such as letters, newspaper articles, or government records, and visual media, such as photographs, paintings, or advertisements. Primary sources are the main sources of evidence used by historians to decipher the past.

The purpose of the assignment is to analyze the document to discern what it reveals about the time period when it was created and the subject which it addresses (or purports to address). As well, the analysis should consider what the document reveals about the attitudes and values of the people at the time, and the problems (real or perceived) that they faced.

Questions/issues to consider that may aid in your analysis include:
1. Who (individual, group, organization) produced the document and why?
2. Does the author have a specific perspective and/or purpose that influences the information conveyed by the document?
3. When was the document created and what events were occurring at that time? Is the document related to these events, or does it reveal anything about them?
4. What does the document reveal about the attitudes, concerns, and priorities of the time period?

Note that these questions are guidelines intended to stimulate thought and analysis of the sources. Do not simply answer each of these questions successively to complete the assignment. Remember that all papers should have a thesis or central argument.

**Discussions - Participation or Written Summary**
Four Discussions will be held during the class time. These discussions are designed to allow students to discuss, along with the Instructor, the course content and the sources used in the course. There will be four discussions in total, with each tutorial worth 5% of the student’s mark (20% of final mark). Students have two choices of assessment for the discussions.
1) Students can participate in the conversation during the discussions. A participation grade will be assigned at the end of each discussion based on
active involvement in the discussion and on the content of the student’s
comments.
2) Students can write a brief three-page summary of the main points in the
readings and the discussion that the student believes to be most important.
Regardless of whether a student has chosen option 1 or option 2, all
students are required to attend the class during discussions and come to the
discussion having read and evaluated the assigned readings. Attendance is
mandatory and no marks will be allocated if the discussion is missed.

Discussion will be centred around the assigned readings from Marcel Martel,
Canada the Good, and from the additional readings assigned for each week
by the Professor. The list of readings for each discussion group will be
available on Learn, under “Content” at least a week before the discussion.
Although these readings form the subject of discussion, students are
welcome to incorporate knowledge derived from other readings or sources.
Ultimately, a tutorial should become a forum for the analysis and expression
of ideas, and for integrating the information/ideas presented in the varied
components of the course.

Source Critique
For this assignment, students are required to critique and contrast two
articles/sources from the course readings that examine similar topics and/or
themes. These sources come from scholarly journals, news/media coverage
and on-line websites.
The purpose of the assignment is to analyse the two sources to determine
the main arguments presented by each author, the effectiveness of the
arguments (based on evidence, source use and presentation) and to contrast
the articles in terms of their differences and similarities. The assignment
should be approximately 5-7 pages in length and double-spaced.

Content of the Review
1. Identify the articles
Give the authors’ names, the titles of the sources, and publication
information right at the beginning.

Summarize the contents and state the thesis/theme of the articles
Briefly (in one short paragraph) outline the subjects of the sources - the
topic/person of study, the time period covered, the subjects examined in the
sources. Do not give a detailed description of the articles’ content. Outline the central thesis or argument of each source. In some sources (ie. biographies), there will not be an explicit thesis, but the author will often structure the source around prominent themes (ex. racism). In this case, outline the themes that structure the source. Explain how the author proves the thesis or how they develop their major themes. Again, do not summarize the entire content of the sources. Simply, outline what issues or points each author develops to prove their thesis/themes.

2. Evaluate/Critique

The critique should form a major component of the assignment. In this section, you must critically assess ("review") both sources. Remember, a critique is not necessarily negative. Your purpose is to assess both the "strengths" and "weaknesses" of each source, and contrast them to each other.

Critique and contrast based on issues such as:
The argument -is the author's argument coherent? -is the argument convincing? -what assumptions underlie the argument? -is there a distinctive methodology?
Use of sources -what types of sources? -is the research comprehensive? -problems or limitations of the sources? -strengths?
The author -biases or prejudices of the author? -does the author have a clear (sometimes stated) agenda or objective in writing the source? -how does this affect the source? -for whom is the source intended (audience)?
Content -writing and style and organization? -is the source readable? -what was the author's objective in writing the source? -has he/she met that objective/ -was the source what you expected?

Supporting evidence: Some of your assessments will need to be supported by reference to other works (articles from the course readings, lectures, other books or sources). For example, if you criticize one of the author's points as incorrect or over-stated, you need to support this contention.

3) Contrast the articles in terms of their differences and similarities:
This section should also constitute a significant part of the assignment. In this section, compare or discuss how the articles are different or similar in terms of their content (arguments, evidence, method and/or specific subject or approach to the main topic) and how they compliment or contribute to
your understanding of the main topic under study. To compare the articles, consider issues such as:
- how do the articles complement each other in terms of content and in relation to your existing knowledge (from other readings, lectures, etc.) of the main topic under study
- do the articles contradict each other and/or the material presented in this course, in terms of the interpretation or presentation of issues and the main topic
- how do the articles further develop your understanding of the main topic under study

Conclusion
Conclude by summarizing your conclusions. As a critique is not necessarily negative, as stated above, it is not necessary to determine that one article is better than the other. The point of the assignment is to contrast the two articles and to account for the similarities and differences in their arguments, evidence, and approach to the topic.

Take-home Exam
The take-home exam will be handed out to the class on the last day of scheduled lectures (see class schedule). Exams must be submitted on the scheduled day and time (date and time to be announced but will be during the exam period). Exams can be submitted to the exam drop box on Learn. Late papers will not be accepted, as this is an exam and the date/time is not negotiable! Medical documentation is required by students with a valid medical reason who wish to submit the final exam after the due date.

Exam Policy: University policy regarding missed tests/exams is applicable to take-home final exams. The policy guidelines are listed partially below and can be found in complete detail at: undergradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations
Note that medical documentation is required if a student does not write or complete the exam by the due date. If the exam is incomplete or late due to acceptable reasons (according to university policy), an alternate due date/time will be arranged by the instructor.

Course Outline
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 6-10</td>
<td>Gambling, Drinking and Smoking among the French, British and First Nations before 1800</td>
<td>Week 1 readings</td>
</tr>
<tr>
<td>2</td>
<td>Jan 13-17</td>
<td>Early Efforts to Limit Alcohol and Gambling in the Colonies before 1867</td>
<td>Week 2 readings</td>
</tr>
<tr>
<td>3</td>
<td>Jan 20-24</td>
<td>The Rise of the Temperance Movement and the Fight Against “Demon Rum” 1850s-1900</td>
<td>Week 3 readings</td>
</tr>
<tr>
<td>4</td>
<td>Jan 27-31</td>
<td>“To Preserve the White Race”: The Criminalization of Drugs, Alcohol, and Gambling Late 1800s-1920s</td>
<td>Week 4 readings</td>
</tr>
<tr>
<td>5</td>
<td>Feb 3-7</td>
<td>Degenerate, Criminal and Sick: The Evolving Ideas of Addiction</td>
<td>Week 5 readings</td>
</tr>
<tr>
<td>6</td>
<td>Feb 10-14</td>
<td>Introduction of Alcohol “Control” but Increasing Criminalization of Drugs 1920s to 1960s</td>
<td>Week 6 readings</td>
</tr>
<tr>
<td></td>
<td>Feb 17</td>
<td>Family Day Holiday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 18-21</td>
<td>Reading week (no classes)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 24-28</td>
<td>Liberalization of Alcohol Control and Introduction of State Run Gambling: Acceptable Activities for the “Responsible” 1960s, 1970s</td>
<td>Week 7 readings</td>
</tr>
<tr>
<td>8</td>
<td>Mar 2-6</td>
<td>First Debate on Decriminalization of Marijuana: “Respectable” White Kids and “Deviant” Hippies, 1960s, 1970s</td>
<td>Week 8 readings</td>
</tr>
<tr>
<td>9</td>
<td>Mar 9-13</td>
<td>Increasing Acceptance of the Medical Understanding of Addiction and the Question of the Appropriate Role for Law Enforcement, 1980s-90s</td>
<td>Week 9 readings</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>10</td>
<td>Mar 16-20</td>
<td>Laws and Policies Focus on Social Harms of Problematic Drinking and Gambling, 1980s-2000s</td>
<td>Week 10 readings</td>
</tr>
<tr>
<td>11</td>
<td>Mar 23-27</td>
<td>“War on Drugs”: Continuing to Criminalize Drugs and Drug Users, 1980s-2000s</td>
<td>Week 11 readings</td>
</tr>
<tr>
<td>12</td>
<td>Mar 30-Apr 3</td>
<td>Legalization of Recreational Marijuana. Should Canada Decriminalize all Drugs?</td>
<td>Week 12 readings</td>
</tr>
</tbody>
</table>

**Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student](https://uwaterloo.ca/academic-integrity)

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
• lecture content, both spoken and written (and any audio or video recording thereof)
• questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
• work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus
• Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
• MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
• Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
• Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
• Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
• Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
• OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information