Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College 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 granted to the Six Nations that includes ten kilometres on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, community building and outreach, and is centralized within the work of our Truth and Reconciliation Working Group and the University of Waterloo’s Office of Indigenous Relations.

Fall 2022

Course Code: SDS 450R

Course Title: Social Ideas and Social Policy on Addiction in Canada

Class Times/Location: Wednesday 2:30-5:20 REN 2918

Instructor: Dr. Catherine Briggs

Office: Sweeney Hall 2110 (St. Jerome’s campus)

Office Phone: TBA

Office Hours: Tuesday 12:30-1:30 or by appointment.

I am available to meet at various times from Monday to Thursday so please contact me to arrange an alternate time if the above office hour does not work for you.

Email: clbriggs@uwaterloo.ca

Correspondence/Contact with the Instructor: It is best to contact me through the uwaterloo email address noted above for all questions and enquiries or come to my office hours for longer questions or conversations. Please include your first and last name and the course code in the subject line of all emails and utilize a salutation and closing to open and close all emails.

Course Description
This course will examine social ideas and responses to people who use substances and addiction in Canada utilizing an inter-disciplinary approach. The course will begin with an historical examination of the evolution of social understandings of addiction and substance use, highlighting how concepts of race, ethnicity, class, moral “character”/degeneracy, and illness or medical condition intersected and ultimately shaped the social policy responses which were characterized by stigmatization, marginalization, and criminalization. The second part of the course will focus on contemporary debates among academics, government, and advocacy and social service groups. While addiction is primarily understood as a medical issue and the dominant social policy approach is treatment, stigmatization and blame as well as the ongoing intersection of the criminal justice system in responding to issues surrounding addiction has led to a contentious debate on how best to treat addiction and ameliorate the significant social and individual impacts.

Course Objectives and Learning Outcomes - (Upon completion of this course, students should be able to)

A. Students will develop a critical understanding of the evolution of ideas and social responses to addiction and addicts up to the present.
   • Class discussions and source analyses will aid students to understand how historical developments have shaped modern attitudes and policy issues.
B. Students will further develop a critical understanding of present-day debates and policy responses to addiction.
   • Each student will further develop an in-depth and critical assessment of one area of contemporary policy debate.
C. Students will utilize and analyze both multi-disciplinary academic sources and a wide range of other sources to discern the perspectives of different stakeholders in policy debate.

Required Readings (Available through Learn and Course Reserves)

• The required readings for this course are from scholarly journals, government departments, media and/or news, medical and/or social service agencies and come from a range of disciplines and policy participants. The complete citation for each reading and the date/week for which it is assigned is in the Schedule of Course Activities. All the readings can be accessed electronically, either on-line or through the university library. The complete URL is listed for those readings that are available on-line. Readings available through the university library are also listed and can be accessed
through Course Reserves. (Course reserves can be accessed using the Library Resources widget on the Course Home page).

**Course Requirements and Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10 weeks X 3% each</td>
<td>30%</td>
</tr>
<tr>
<td>Source Analysis 1</td>
<td>September 30</td>
<td>10%</td>
</tr>
<tr>
<td>Source Analysis 2</td>
<td>October 21</td>
<td>10%</td>
</tr>
<tr>
<td>Seminar Presentation/Leadership</td>
<td>Weeks 6 to 12</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Essay</td>
<td>December 6</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

A comprehensive schedule of course activities, topics, presentations, and due dates can be found in the Schedule of Course Activities on Learn.

**Instructions for Weekly Seminars**

As this is a seminar course, each week will be centered around a discussion of the week’s topics and readings/materials. The goal is to collaborate in learning and engaging in critical analysis of the course materials and topics. Thus, active and critical engagement with the course readings and in the discussion is necessary for all class members. Along with active participation, respect and openness to the ideas of other class members and sources is important to achieve the course goals and to create an environment where all can feel accepted and open to express their ideas. The schedule of topics and readings/materials can be found in the Schedule of Course Activities.

At the beginning of each week (Monday), a presentation or materials by either the Instructor (weeks 1-6) or fellow students leading the discussion (weeks 7-12) will be uploaded to Learn on the week’s topic. These presentations as well as the assigned readings and materials for the week’s topic will be available or listed in the related Week under Content. The readings/materials for each week are also listed in the Schedule of Course Activities. Students are to examine/read the presentation and the assigned readings/materials in preparation for the class discussion on Wednesday.

**Participation in Weekly Discussion**

As noted above, active participation and full preparation by all students for each class is required. Thus, students are expected to come to class having thoroughly read and evaluated the assigned readings, materials, and presentations. Students are also expected to have
prepared several (4-5) questions or points for discussion relating to the main topics or issues that they discerned in the readings. Beginning in Week 2, each student will be assigned a grade for their participation in each seminar (10 weeks X 3% each week). The grade for participation will be based on active participation in the discussion and level of analysis and relevance of the student’s comment and questions/points for discussion.

**Source Analysis Assignments**

Two source analysis assignments will be assigned for the topics from weeks 2 through 6. Each source analysis assignment should be approximately 4 pages in length, double-spaced with a standard character size and font. Note that the page limit is a guideline. Students can exceed the 4 pages if they wish.

For this assignment, students will be assigned a source from one of the weekly topics that presents a perspective or opinion (as opposed to an academic and/or unbiased assessment). The source will be one of the materials introduced to the class either through the instructor or other students (students can pick an alternate source of their choice but should get the approval of the Instructor).

The purpose of the assignment is to examine the source for what it reveals about how and why attitudes and/or policies regarding substance use have evolved to the present-day. In the source analysis, students should consider:

1. the opinion or perspective that is being presented and how it relates to the topic of that week (and the other readings assigned for that week)
2. how the perspective reveals attitudes and/or values surrounding addiction in that time period and how these attitudes/values are a reflection of the larger social, political, and economic context of the time period (the historical context revealed in the assigned scholarly readings)
3. to what extent does this perspective continue to influence present-day attitudes and/or policy debates and responses (for this part, reflection or personal opinion based on your experience and/or observations as well as the information revealed by the survey data in week 1 can be used for your assessment).

**Seminar Presentation and Leadership**

A presentation will be prepared for each weekly topic and the person who developed the presentation will also facilitate the discussion for the week on their topic. For weeks 1-5, the Instructor will be the presenter; for weeks 6-12, students either individually or in groups will be the presenters. The instructor’s presentations will generally provide a summary of the context and background for the week’s topic as well as introduce some additional materials or sources.
to add to the material in the assigned readings and as a basis for discussion during the class. Student presentations will be focused on contemporary issues surrounding drug use and drug policy. These presentations should also provide some summary of the main issues in the assigned readings as well as introduce ideas/interpretation on the topic from additional sources. The student presentations should seek to reveal the debates surrounding their topic (encompassing the ideas of several stakeholders in the issue). Student presentations can take several forms, such as slideshows, video, or podcasts. Presentations should also include various additional sources or media to demonstrate the main points. These additional sources or media can include (but are not limited to) news coverage, opinion pieces including social media, websites from social service agencies or groups representing people who use drugs, government sources, and films/video.

Student presenters will also facilitate the discussion for the remaining time (one hour for each presentation approximately). Student presentations should include approximately 6 questions related to their presentation for class discussion. Other forms of discussion, such as debates, are also good methods for leading the discussion. Note that students are not graded on their ability to facilitate but rather on the main points, themes, ideas that they are adding to the topic.

**Critical Essay**

The critical essay should be approximately 12-15 pages in length, double-spaced with a standard character size and font. Note that this page limit is also a guideline.

For the assignment, students will pick one of the contemporary issues or debates in social policy surrounding addiction. Students can pick one of the issues covered in weeks 7 through 12 or can pick an issue not covered in the course material (however, if the latter is chosen, please consult with the instructor).

The purpose of the essay is to present a critical and comprehensive analysis of one contemporary debate in social policy on addiction. The essay should analyze the various arguments as well as the evidence on the issue put forward by the various stakeholders/participants. Students can use the course readings on that topic as a starting point but will need to access additional sources to thoroughly analyze the policy debate.

**Course Outline**

Weekly readings and materials are listed and/or linked on the course website under each weekly module. Please see the Schedule of Course Activities on Learn for a complete listing of course activities and due dates.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 6 – 9</td>
<td>Welcome to the Course and Introductions.</td>
<td>Week 1 readings listed and/or linked in the module for Week 1, under Content on Learn.</td>
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<tr>
<td></td>
<td></td>
<td>Thinking about attitudes to drug use and drug policy.</td>
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<tr>
<td>2</td>
<td>Sept 12 – 16</td>
<td>The Debate Around Opium Use and Importation and the Development of Canada’s First Drug Laws.</td>
<td>Week 2 readings listed and/or linked in the module for Week 2, under Content on Learn.</td>
</tr>
<tr>
<td>3</td>
<td>Sept 19 – 23</td>
<td>Conceptualizing Addiction and Addicts, 1800s to 1960s</td>
<td>Week 3 readings. Go to Week 3 module on Learn.</td>
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<tr>
<td>5</td>
<td>Oct 3 – 7</td>
<td>New and Growing Concerns about Drugs and Drug Use 1960s-1980s. Challenges to Values and Demands for Legislative Change.</td>
<td>Week 5 readings. Go to Week 5 module on Learn.</td>
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<td></td>
<td>Oct 10</td>
<td>Thanksgiving</td>
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<td></td>
<td>Oct 11 – 14</td>
<td>Reading Week</td>
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<tr>
<td>8</td>
<td>Oct 31 – Nov 4</td>
<td>Addiction and the Criminal Justice System. Drug Treatment and Drug Courts</td>
<td>Week 8 readings. Go to Week 8 module on Learn.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
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<tr>
<td>13</td>
<td>Dec 5 – 6</td>
<td>No class. Complete course components.</td>
<td>No readings</td>
</tr>
</tbody>
</table>

**Late or Incomplete Work**

Assignments are to be handed in, on the due date, to the drop box in Learn by 11:59 p.m. Due dates for assignments are included in the Syllabus and the Schedule of Course Activities on Learn. Late papers will be penalized by 5% per day (including weekends), for the first four days following the due date. After the four days the late penalty is 2% per day (including weekends). Late assignments must be submitted by the day on which the assignment is returned to the class (approximately two weeks following submission date). After this date, incomplete assignments will receive a grade of 0%. Extensions (without late penalty) will normally be granted only to students faced with extenuating circumstances (ie. illness) and may require documentation. Requests for extensions must be made to the Professor before the due date.

**Policy on Plagiarism**

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

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 at [uwaterloo.ca/copyright-guidelines/fair-dealing-](#)
Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Electronic Device Policy

Electronic devices are allowed in class, provided they do not disturb teaching or learning. Students are welcome to utilize electronic devices in class that are used for the purpose of learning and participation in the course. However, students are asked not to engage in activities that are not course related when using electronic devices in class.

Attendance Policy

Attendance is required for each class. Please see “Instructions for Weekly Seminars” and “Participation in Weekly Seminars” above. Students who have a valid reason for missing class (for example, illness or other medical reason) should contact the instructor.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For Fall 2022, the established examination period is December 9-23. The schedule is available now. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the Final Examination Schedule at uwaterloo.ca/registrar/final-examinations

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 www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities
**Academic Integrity:** 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 at uwaterloo.ca/academic-integrity and the Arts Academic Integrity webpage at uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

**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 website at 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 or academic advisor. 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 Discipline. For typical penalties check the Guidelines for the Assessment of Penalties.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, 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 is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Academic Integrity Office (uWaterloo):** The website can be found at uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities**
AccessAbility Services is located in Needles Hall, Room 1401, and 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 AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

**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 / 519-888-4096
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
• **Health Services** – Student Medical Clinic: located across the creek from Student Life Centre

**Off Campus, 24/7**

• **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
• **Empower Me**: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
• Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
• **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. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

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.

**A Respectful Living and Learning Environment for All**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experiences in case management, discipline and complaints processes, and works with organizations across Canada
to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison’s Harassment, Discrimination, and Abuse policy.