

High and Dry: Drugs in Canadian History
Topics in Canadian History

HIST 420D

Dr. Laura Ishiguro

University of British Columbia
Winter 2020-2021, Term 2 (online)

Course home & asynchronous work: [Canvas](#)
Optional synchronous classes, Thursdays 3:30-4:50pm: [Zoom](#)



Image: City of Vancouver Archives, [AM54-S4: Port P1622](#), Matilda Boynton (102 years old) smoking a cigar, Deni Eagland, Vancouver Sun, 4 June 1960. Public domain.

! Important! This course deals with topics that might be sensitive, censored, monitored, or illegal in some locations. Find out more information and review UBC's statement on this issue in the Course Policies & Principles section of this syllabus or on the [General Course Policies page](#) on Canvas.

The Point Grey campus of UBC is located on the ancestral territory of the hənq̓əminəm-speaking [xʷməθkʷəy̓əm \(Musqueam\) people](#). xʷməθkʷəy̓əm have never ceded these lands and waters through treaty, war, surrender or other means. My position as an employee of UBC and as a settler occupying this territory shapes my responsibilities here, including in my role as an instructor. I encourage you to learn from xʷməθkʷəy̓əm, for example from the [xʷməθkʷəy̓əm: q̓w̓i:lq̓w̓əlʔə kʷθə snəw̓eyəl ct \(Musqueam: giving information about our teachings\) Teaching Kit and Teacher's Resources](#). I also encourage you to learn from the nations on whose territories you are studying if you are elsewhere. [The Native Land website](#) offers one starting place for identifying those nations, while keeping in mind its disclaimer.

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Basic course information

 To find out more, see the [Course Overview](#) and [Teaching Team](#) pages on Canvas.

What is this course about?

How can studying the past help us to understand drugs and their place in Canada today, from the recent legalization of cannabis to the ongoing public health crisis of opioid poisoning? This question drives HIST 420D, which examines the history of drugs in Canada since 1867. Over the past century and a half, Canada has played an important role in the continental and global history of drugs, while the study of drugs – from alcohol, tobacco, and cannabis to opium, amphetamines, LSD, and more – offers a remarkably revealing lens onto Canada, both past and present. Through lecture videos, readings, historical films, discussions, and assignments, HIST 420D examines the social, cultural, political, and legal histories of drugs; the people who have used them; and the changing meanings, regulation, and (de)criminalization of different drugs over time in northern North America. Major themes will include the relationship between ideas about drugs, gender, race, class, and national identity; debates about regulation, policing, legalization, and decriminalization; changing understandings of use, treatment, and addiction; and tensions between personal experiences, social meanings, popular culture, and medical, legal, and political approaches to different drugs.

There are no pre-requisites or co-requisites, and no expectations of prior knowledge. Welcome!

Who is teaching this course?

→ **Instructor: Dr. Laura Ishiguro** (she/her/hers). Call me Laura, or Dr. Ishiguro, or Professor Ishiguro – your choice of the three.

→ **Teaching assistant: Dane Allard** (he/him/his). In this course, Dane will be facilitating discussion and marking, and is available for one-on-one consultation by appointment.

We are available to support you, so please get in touch! I aim to answer student queries in the following formats within about 36 hours on weekdays:

→ **For questions or logistical issues related to the course:** read and/or post in the [Course Q&A and General Discussion](#). I encourage you to respond to your peers here as well.

→ **For one-on-one consultation:** Dane and I are available for virtual meetings.

- My regular office hours are on Zoom on Tuesdays between 3:30 and 4:30pm. [Join directly using this link](#) (or this Meeting ID: 642 8146 2274 and Passcode: 446820). These operate on a drop-in basis – first come, first served. We can communicate by your choice of video, audio, or chat.
- If you would like to meet with me but are unable to attend my regular office hours, send me an email to make alternative arrangements. Access any such meetings with the Zoom link above.
- Meet with Dane on Zoom by appointment. Contact him by email to arrange a day and time.

→ **To contact us by email:** Laura.Ishiguro@ubc.ca and Dane.Allard@alumni.ubc.ca (not Canvas messages). Email is great if you want to touch base about personal circumstances that aren't appropriate for the general discussion board, if you have questions with likely straightforward answers, or if you want to set up a meeting outside of regular office hours.

How is this course structured?

HIST 420D is organized on a weekly schedule from Tuesday to Monday. New Canvas modules will be released by 3:30pm on Tuesdays, and you will have until Mondays at 11:59pm to complete the week's work. (All times are in the Pacific time zone.) The modules will begin with an overview page that outlines your work for the week, big take-home points, and any reminders. Review this as early in the weekly work cycle as possible so that you can keep track and plan your work.

After the initial introductory week, the course is organized into three four-week units. As outlined in the table below, the units are organized chronologically from the mid-nineteenth century to the present. Each focuses on topics and issues that especially characterized the period in question, while we will also consider changes and continuities in common themes that span the course.

Unit	Weeks	Time period	Key themes
I	2-5	~1867-1940s	Relationship between identity & drugs in early post-Confederation Canada; tensions between moral/social reform movements, law & experiences of people who used drugs.
Reading break (Week 6)			
II	7-10	~1940s-1970s	Ideas, experiences & impact of medicalization in a high modern Canada; hippie culture & psychedelia; reconfigured debates about use, addiction, policing & legalization.
III	11-14	~1970s-present	Drugs & identity, redux; new battles over prohibition, decriminalization & harm reduction; the place of drugs and people who used drugs in late twentieth- and early twenty-first-century Canadian society.

As you will see in the [course schedule](#), the first three weeks of each unit focus on one or more specific drugs, which give us different ways to understand and explore the key themes in that time period. In this, I have sought a balance between depth and breadth; some drugs we will primarily or exclusively discuss once in the course, while others will come up multiple times so that we can track changes in their meanings, usage, and regulation over the last century and a half.

You can complete HIST 420D entirely asynchronously *or* through a combination of asynchronous and synchronous work. **During the first three weeks of each unit, your work will involve four main elements:**


- **Asynchronous:** lecture (recorded videos, text overview of key points or learning objectives, occasional other materials).
- **Asynchronous:** assigned readings or other materials.
- **Asynchronous:** a small quiz on lecture and assigned materials in order to support your regular engagement, review, and understanding of key points.
- **Asynchronous or synchronous:** participation in discussion, through which you will integrate, reflect on, and further build your learning, as well as contributing to our collective learning.

In the final week of each unit, there will be no new content. We will focus on summary, synthesis, analysis, and reflection. **During these weeks, your work will involve two main elements:**

- **Asynchronous or synchronous:** participation in discussion, through which you will integrate, reflect on, and further build your learning, as well as contributing to our collective learning. The focus will be working to draw thematic, analytical, historical connections across the unit.
- **Asynchronous:** work on assignments. Following each unit, there is an “Examining the Course” short paper that asks you to use unit materials (lectures, readings, discussions, etc) to analyze a key theme; you will complete two of the three of these.

While it may vary across the term and by person, you should anticipate spending an approximate average of 3-4 hours per week on regular coursework (eg. lecture videos, films, readings, discussion).

What are the course’s learning objectives?

 You will likely have your own goals for the course, depending on your existing knowledge, understanding, skills, and interests. No matter where you start, though, the course is organized to build your learning gradually and logically over the term through regular work, small-stakes exercises, and larger assignments. **As a result of this work, by the time you submit the final assignment in April, you should be able to:**


1. Analyze key themes, topics, and issues in the history of drugs in Canada. More specifically, you should be able to use specific examples and make connections across course content to:
 - a. Identify and explain the significance of key events.
 - b. Describe ideas about drugs as historical – that is, recognizing change, context, causality, contingency, and complexity¹ – and analyze how and why ideas about drugs, their use, and their regulation have (not) changed over time.
 - c. Compare and contrast the meanings or treatment of different drugs, and the people who have used them, in certain historical contexts.
 - d. Discuss how drugs have shaped and been shaped by – and therefore reveal – wider contexts, themes, or issues in Canadian history.
2. Demonstrate developed skills in historical research, analysis, and communication. In particular:


¹ See Thomas Andrews and Flannery Burke, “[What Does It Mean to Think Historically?](#)” *Perspectives on History* (January 2007).

- a. Summarize, discuss, and evaluate primary and secondary sources.
 - b. Design and conduct an independent historical research project, and formulate a supported historical argument or point of interpretation from the evidence.
 - c. Produce and communicate this analysis in a style appropriate to medium, genre, and context.
3. Evaluate and discuss why the history of drugs in Canada matters.


To achieve the objectives, you should consistently engage with the required work and complete the assignments. You should also contact the instructor or TA if you have questions or concerns, as this will allow us support you in a timely and effective manner. We will assess your achievement of course objectives based on your work on course assignments, outlined below.

What materials will you need?

 This course has no textbooks or extra supplies to purchase. Information about the assigned reading and other materials is listed in the class schedule (below, and in the Canvas [course schedule](#)). All of these materials are available online for free or at no additional cost to registered students. You will find them linked in the associated Canvas modules and/or through the UBC Library. ****If you discover that you are unable to access an assigned source in your current location, please contact me.**



 This is an online course, which means that you will need access to a computer (or similar device) and the internet. The main course home will be Canvas, accessible with your CWL. The course will include some higher bandwidth activities including lecture videos, a small number of films, and the optional synchronous discussion pathway on Zoom.

What will we do?

 **To find out more, see the [Course Schedule](#) and [Assignments Overview](#) pages on Canvas.** Specific pages for each assignment can also be found in the [Assignments](#) section of the Canvas site, and the specific schedule and instructions for the week will be included in the weekly [modules](#), to be released each Tuesday afternoon.

Course schedule

Week 1 (12-18 January) – Introductions

-  **Asynchronous.** Complete the [Introductions module](#) on Canvas.
 - o Complete the initial survey for the teaching team, linked in the module.
 - o Check out the Canvas discussion board and post in “Introduce yourself (class forum),” linked in the module.
-  **Optional-but-encouraged synchronous class for introductions.** Thursday 14 January, 3:30-4:50pm, Zoom. Access this (and all other synchronous sessions) by joining the [meeting link](#) in “Zoom,” in the left menu on Canvas.





? Join the course late? Welcome! Please do this week’s [asynchronous work](#) when you join us, and check the “[Course Q&A and Discussion](#)” forum or email a member of the teaching team if you have any questions or concerns.

UNIT I: ~1867-1940s







Image, left: Library and Archives Canada, P.A-069965, "A man carrying a keg of beer during prohibition," John Boyd, Toronto, 16 September 1916. License: [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/).
Image, right: Wellcome Collection, "Opium poppy (*Papaver somniferum*): white flowers, seed capsule and seeds," c. 1853, after M. Burnett. License: [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/).


Week 2 (19-25 January) – Alcohol




- ❑  **Asynchronous.** Engage with week's materials on Canvas:
 - Lecture: Canada dry? Debating alcohol, regulating drinking, making nation.
 - Read: Dan Malleck, "An Innovation From Across the Line: The American Drinker and Liquor Regulation in Two Ontario Border Communities, 1927–1944," *Journal of Canadian Studies* 41, 1 (2007): 151-171.
- ❑  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 25 January.
- ❑ Select a discussion pathway for Unit I and participate accordingly:
 -  **Asynchronous.** Sign up for a Canvas discussion group by Thursday 21 January at 3:30, then post as instructed by 11:59pm on Monday 25 January **OR**
 -  **Synchronous.** Attend and participate Thursday 21 January, 3:30-4:50pm, Zoom.


Week 3 (26 January-1 February) – Opium

- ❑  **Asynchronous.** Engage with week's materials on Canvas:
 - Lecture: gender, race, policing & law.
 - Explore: opium in the archive – a guided tour of some primary sources at UBC.
 - Read: Emily Wharton's testimony in Canada, *Royal Commission on Chinese Immigration Report and Evidence*, J.A. Chapleau and J.H. Gray (Ottawa, 1885), 402-403.
- ❑  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 1 February.
- ❑ Participate in whichever pathway you have selected for Unit I:
 -  **Asynchronous.** Post as instructed by 11:59pm on Monday 1 February **OR**
 -  **Synchronous.** Attend and participate Thursday 28 January, 3:30-4:50pm, Zoom.




Week 4 (2-8 February) – Cannabis & tobacco

- ❑  **Asynchronous.** Engage with week's materials on Canvas:
 - Lecture: *Reefer Madness (Tell Your Children)*, *Maribuana*, and *Assassin of Youth*: panic, morality, and respectability.

- Read: Sharon Anne Cook, “‘Liberation Sticks’ or ‘Coffin Nails’? Representations of the Working Woman and Cigarette Smoking in Canada, 1919-1939,” *Canadian Bulletin of Medical History* 24, 2 (Fall 2007): 367-401.
-  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 8 February.
- Participate in whichever pathway you have selected for Unit I:
 -  **Asynchronous.** Post as instructed by 11:59pm on Monday 8 February **OR**
 -  **Synchronous.** Attend and participate Thursday 4 February, 3:30-4:50pm, Zoom.

 **Deadline!** The project proposal is due on Canvas by 11:59pm on Friday 5 February.

Week 5 (9-15 February) – Unit conclusions, synthesis, & reflection

-  **Asynchronous.** Review the week’s reflections and instructions on Canvas.
- Participate as instructed in whichever pathway you have selected for Unit I:
 -  **Asynchronous.** Post as instructed – noting the expectations for posts throughout week – by 11:59pm on Monday 15 February **OR**
 -  **Synchronous.** Attend and participate Thursday 10 February, 3:30-4:50pm, Zoom.

Week 6 (16-22 February) – Reading break!







Image: UBC Library, Chung Collection, “In Chinatown, Vancouver, B.C.,” 25 November 1916, cropped. No known copyright restrictions; see [UBC Library Digitization Centre Flickr account](#).


UNIT II: ~1940s-1970s







Image: Library and Archives Canada, e000762655, National Film Board of Canada, “Worker Elva Lang holds a bottle of penicillin culture developed in the Connaught Laboratory,” Harry Rowed, Toronto, June 1944. License: [CC BY 2.0](#).

Week 7 (23 February-1 March) – Alcohol & LSD


-  **Asynchronous.** Engage with week's materials on Canvas:
 - Lecture: medicine & the psychedelic – new theories of addiction, treatment & institutionalization in postwar Canada.
 - Watch: Stanley Jackson (dir.), *Profile of a Problem Drinker* (National Film Board of Canada, 1957). 28 minutes 59 seconds, no captions currently available.
 - Read: Erika Dyck, “Spaced-Out in Saskatchewan: Modernism, Anti-Psychiatry, and Deinstitutionalization, 1950-1968,” *Bulletin of the History of Medicine* 84, 4 (2010): 640-666.
-  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 1 March.
- Select a discussion pathway for Unit II and participate accordingly:
 -  **Asynchronous.** Sign up for a Canvas discussion group by Thursday 25 February at 3:30, then post as instructed by 11:59pm on Monday 1 March **OR**
 -  **Synchronous.** Attend and participate Thursday 25 February, 3:30-4:50pm, Zoom.

 **Deadline!** ETC #1 is due on Canvas by 11:59pm on Friday 26 February. Remember that there are three of these, and you should submit any two of them. I strongly recommend that you complete this one if possible, as it will get you feedback earlier and balance your workload later in the term.




Week 8 (2-8 March) – Amphetamine, thalidomide & “the pill”

-  **Asynchronous.** Engage with week's materials on Canvas:
 - Lecture: medicalization, pharmaceuticals, and the high modern body – diet culture, contraception, pregnancy, and disability in the 1960s.
 - Read: Christabelle Sethna, “The University of Toronto Health Service, Oral Contraception, and Student Demand for Birth Control, 1960-1970,” *Historical Studies in Education* 17, 2 (2005): 265-292.
 - Explore: How did the *Ubysey* report on the availability, use, and/or impact of oral contraception (ie. birth control pills) on the UBC campus? Using the [digitized Ubysey archive](#) in UBC Open Collections, find one article published between 1960 and 1970 that addresses this question.
 - Share: post about your research project as instructed in the module.
-  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 8 March.
- Participate in your chosen discussion pathway for Unit II:
 -  **Asynchronous.** Post as instructed by 11:59pm on Monday 8 March **OR**
 -  **Synchronous.** Attend and participate Thursday 4 March, 3:30-4:50pm, Zoom.




Week 9 (9-15 March) – Cannabis

-  **Asynchronous.** Engage with week's materials on Canvas:
 - Lecture: From hippies, to the Grasstown Smoke-In, to the Le Dain Commission – the politics of pot, 1960s-1970s.
 - Watch/listen: Michael J. Collier, “[Gastown Riot](#),” Vancouver, 7 August 1971, City of Vancouver Archives, AM1553-1-S1-: MI-290, Yaletown Productions Inc. fonds, CVA database, (raw footage, 1 min 45 seconds; no transcript or descriptive audio currently available). Depicts police violence.
 - Watch/listen: CBC, *Summer Weekend*, “[Marijuana ‘Smoke-In’ Turns Violent in Vancouver’s Gastown Riot](#),” Kay Sigurjonsson (host) and Doug Collins (reporter), 15

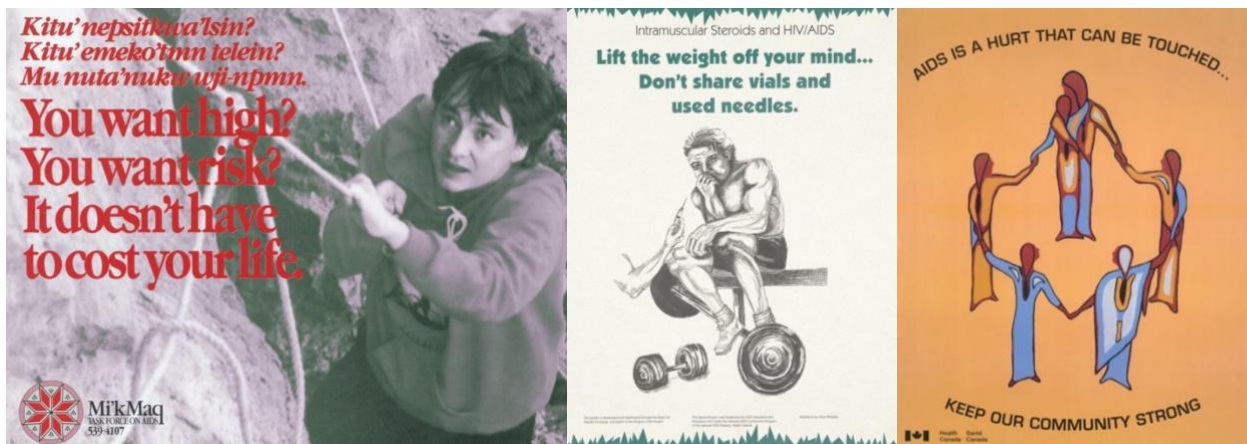
August 1971, CBC Archives (7 minutes 9 seconds; no transcript or descriptive audio currently available). Depicts police violence.

- Watch/listen: CBC, *Newsmagazine*, “[Comparing Marijuana and Alcohol: A Demonstration](#),” Lloyd Robertson (host), 25 February 1975, CBC Archives, (27 minutes 18 seconds; no transcript or descriptive audio currently available).
-  **Asynchronous**. Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 15 March.
- Participate in your chosen discussion pathway for Unit II:
 -  **Asynchronous**. Post as instructed by 11:59pm on Monday 15 March **OR**
 -  **Synchronous**. Attend and participate Thursday 11 March, 3:30-4:50pm, Zoom.

Week 10 (16-22 March) – Unit conclusions, synthesis, & reflection




-  **Asynchronous**. Review the week’s reflections and instructions on Canvas.
- Participate in your chosen discussion pathway for Unit II:
 -  **Asynchronous**. Post as instructed – noting the expectations for posts throughout this week – by 11:59pm on Monday 22 March **OR**
 -  **Synchronous**. Attend and participate Thursday 18 March, 3:30-4:50pm, Zoom.

UNIT III: ~1970s-PRESENT




Images: Wellcome Collection, “It doesn’t have to cost your life,” Mi’kmaq Task Force on AIDS; “Lift the weight off your mind,” Steroid Project, Kingston AIDS Project and National AIDS Strategy, Health Canada; and “AIDS is a hurt that can be touched,” Health Canada, [1990s?]. License: [CC BY-NC 4.0](#).





Week 11 (23-29 March) – Alcohol & steroids

-  **Asynchronous**. Engage with week’s materials on Canvas:
 - Mini-lecture: Comedy, sports, and a “crisis” of Canadian identity in the 1980s.
 - Watch: *Strange Brew* (1983) (91 minutes, French subtitles available).
 - Read: Steven J. Jackson and Pam Ponic, “Pride and Prejudice: Reflecting on Sport Heroes, National Identity, and Crisis in Canada,” *Sport in Society* 4, 2 (2001): 43-62.
 - Watch/listen: any one television or radio segment featured in CBC Digital Archives, “[Running Off Track: The Ben Johnson Story](#)” (length varies, no transcript or descriptive audio currently available). Be sure to note the airing date of your selection.
-  **Asynchronous**. Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 29 March.
- Select a discussion pathway for Unit III and participate accordingly:
 -  **Asynchronous**. Sign up for a Canvas discussion group by Thursday 25 March at 3:30, then post as instructed by 11:59pm on Monday 29 March **OR**





-  **Synchronous.** Attend and participate Thursday 25 March, 3:30-4:50pm, Zoom.

 **Deadline!** ETC #2 is due on Canvas by 11:59pm on Friday 26 March. Remember that there are three of these papers, and you should submit any two of them.

Week 12 (30 March-5 April) – Alcohol, opioids, & other drugs, Part I



-  **Asynchronous.** Engage with week’s materials on Canvas:
 - Lecture: prohibition and the war on (whose/which) drugs in the late twentieth and early twenty-first centuries.
 - Read: Robyn Maynard, “Canada’s ‘War on Drugs’: Drug Prohibition, Black Incarceration,” in *Policing Black Lives: State Violence in Canada from Slavery to the Present* (Halifax: Fernwood, 2017), 92-102.
 - Read and/or listen: Elsie Paul, “[Making Homebrew](#),” in *As I Remember It: Teachings (Pəms taʔaw) from the Life of a Sliammon Elder*, Elsie Paul with Davis McKenzie, Paige Raibmon, and Harmony Johnson (Vancouver: UBC Press, 2019).
 - Share: post about your research project as instructed in the module.
-  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 5 April.
- Participate in your chosen discussion pathway for Unit III:
 -  **Asynchronous.** Post as instructed by 11:59pm on Monday 5 April **OR**
 -  **Synchronous.** Attend and participate Thursday 1 April, 3:30-4:50pm, Zoom.


Week 13 (6-12 April) – Opioids & other drugs, Part II

-  **Asynchronous.** Engage with week’s materials on Canvas:
 - Mini-lecture: harm reduction, activism, and community organizing.
 - Listen: Garth Mullins, “[Unsanctioned](#),” episode 3, *Crackdown* podcast, March 2019 (40 minutes 55 seconds, full transcript also available via the link).
 - Read: “Vancouver Area Network of Drug Users (VANDU) Emerges,” chapter five in Susan Boyd, Donald MacPherson, and Bud Osborn, *Raise Shit! Social Action Saving Lives* (Halifax: Fernwood, 2009), 43-68.
 - Read: Travis Lupick, “Fentanyl Arrives,” chapter thirty-three in *Fighting for Space: How a Group of Drug Users Transformed One City’s Struggle with Addiction* (Vancouver: Arsenal, 2017), 373-386.
-  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 12 April.
- Participate in your chosen discussion pathway for Unit III:
 -  **Asynchronous.** Post as instructed by 11:59pm on Monday 12 April **OR**
 -  **Synchronous.** Attend and participate Thursday 8 April, 3:30-4:50pm, Zoom.


 **Deadline!** The research project is due on Canvas by 11:59pm on Friday 9 April.

Week 14 (13-14 April) – Unit & course conclusions, synthesis, & reflection

-  **Asynchronous.** Review the week’s reflections and instructions on Canvas.
-  **Asynchronous.** Participate in asynchronous discussion forums as instructed. ****Note:** because classes officially end on Wednesday, we cannot hold the usual Thursday synchronous session

this week. Instead, all participation this week will be  asynchronous. Please follow the instructions in the module. You have until 11:59pm on Monday 19 April to complete all posts.

Exam period (19-29 April)


 **Deadline!** ETC #3 is due on Canvas by 11:59pm on Friday 23 April. Remember that there are three of these papers, and you should submit any two of them.

Assignments & grading

GENERAL PRINCIPLES, PROCEDURES, AND POLICIES

- **Ask for help!** If you have questions or concerns about assignments, post on the [Course Q&A](#), attend office hours, or email the instructor or TA. We cannot comment on draft assignments in this course, but we are available to answer questions and otherwise support your work.
- **All assignments and discussion contributions absolutely must be your own work, and follow the practices of academic integrity.** This means that all ideas, information, and wording or phrasing gleaned from other sources must be properly cited. I ask that you use Chicago-style footnotes and, when indicated, a bibliography too. Any direct quotations must be in quotation marks; if there are no quotation marks, the phrasing must be entirely different (not lightly paraphrased) from the original source. For more, see the [course policies related to academic conduct](#) and the [course guide to citations \(PDF\)](#).
- **Submit written assignments on Canvas as one file (.doc or .docx or .pdf).** These should be typed, double-spaced, Times New Roman or similar 12-point font, with 1-inch margins.
- **Policies on extensions or late submissions: 1) Quizzes and discussion contributions will close by the indicated deadlines and must be completed by then.** At the end of the term, I will automatically drop the lowest quiz mark (including non-completion). I will also automatically excuse one absence from discussion, no questions asked. If you cannot complete more than one quiz or participate in more than one week's discussion for reasons that qualify as grounds for academic concession under UBC policy (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in the [UBC Calendar](#)), contact me by email as soon as possible so that I can excuse their non-completion. Do not send me documentation of those reasons (eg. no doctor's notes).
- **Policies on extensions or late submissions: 2) Unexcused late submissions of other assignments (ETC papers, proposal, project)** will be penalized at a rate of 5% per day including weekends. **Exceptions to this penalty** will be granted in either of two circumstances:
 - If you contact me by email at least 24 hours before the deadline and we agree on an extension (available for any reason), and you then submit it by the agreed-upon extended deadline. Do not send documentation of your reasons.
 - If you submit an assignment late due to reasons that qualify as grounds for academic concession under UBC policy (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in the [UBC Calendar](#)) in which case the penalty will be waived. Contact me by email as soon as possible if you submit work late with grounds for academic concession. Do not send me documentation of those reasons.
- **I will not accept assignments submitted after 29 April 2021** without special arrangements. If you will still have outstanding assignments at that point, I will recommend speaking to an Advisor in your faculty to see if you qualify for a deferred standing in the course. The Arts Advising website has a useful [summary of academic concessions](#).

- **When you get an assignment back, please take the time to read the feedback.**
Assignments will be returned on Canvas with a mark, a rubric, and comments. The comments are always intended to explain the mark and to support your future work, and we expect – and will look for – you to try to incorporate feedback into the next assignments.
- **If you have questions or concerns about the evaluation of an assignment, make sure that you have read and reflected on the feedback first, then please meet with Dane or me.** We are happy to discuss the feedback if you drop into office hours or arrange another meeting time. We will not re-mark revised and resubmitted assignments in this course. If you still have concerns about the evaluation of your work following a meeting, I will re-mark the original submission on your request. Please be aware, though, that the mark can go up or down (or remain the same) during this process. If I do re-mark your work and you still have concerns, then there are university procedures in place for reviewing your assigned standing in a course. The next step would be to speak to the Head of the History department (Prof. John Roosa, jroosa@mail.ubc.ca) about submitting an appeal. You can find out more about the “[Review of Assigned Standing](#)” process in the UBC Calendar.

SPECIFIC ASSIGNMENT DETAILS		
Assignment	Percent	Due date
Regular engagement, participation & contributions		
Review quizzes (Canvas) 	8%	Mondays 11:59pm in weeks with new lectures/readings: <ul style="list-style-type: none"> - Weeks 2, 3, 4 - Weeks 7, 8, 9 - Weeks 11, 12, 13
Discussion participation & contributions <i>Choose either the asynchronous or synchronous pathway for each unit</i>	12%	Weeks 2-13 (except reading break): <ul style="list-style-type: none"> - Asynchronous – post as instructed by 11:59pm Mondays. OR <ul style="list-style-type: none"> - Synchronous – 3:30-4:50pm Thursdays. Week 14: all asynchronous.
Examining the Course papers (unit-based assignments)		
Submit any two of the following: <ul style="list-style-type: none"> - Unit I - Unit II - Unit III 	2x20%	By 11:59pm on their respective deadlines: <ul style="list-style-type: none"> - Friday 26 February (Week 7) - Friday 26 March (Week 11) - Friday 23 April (Exam period)
Research project		
Research proposal	5%	11:59pm on Friday 5 February (Week 4)
Research project	35%	11:59pm on Friday 9 April (Week 13)

Regular engagement, participation & contributions (quizzes & participation)

This portion of your grade focuses on regular engagement with and understanding of course materials, and contributions to our collective work through discussion. While the weekly portion of this mark is small, please remember that it adds up, with the potential to make a significant impact

on your final grade. If you have concerns about your ability to engage regularly, please speak with me or Dane as soon as possible so that we can discuss strategies and options as appropriate.

Review quizzes (Canvas)

8% of your grade will be assessed based on short review quizzes on Canvas – one per week for the first three weeks of each unit. These are not intended to be onerous, but are rather low-stakes exercises intended to support your regular engagement, review, and comprehension. They also serve to lay foundations of knowledge for larger assignments and help me to assess class understanding.

Deadlines: Each week's quiz will be open from Tuesday 3:30pm to Monday 11:59pm. It will then close and cannot be completed late. For planning purposes, this means the specific deadlines are:

- Week 2: 11:59pm on Monday 25 January
- Week 3: 11:59pm on Monday 1 February
- Week 4: 11:59pm on Monday 8 February
- Week 7: 11:59pm on Monday 1 March
- Week 8: 11:59pm on Monday 8 March
- Week 9: 11:59pm on Monday 15 March
- Week 11: 11:59pm on Monday 29 March
- Week 12: 11:59pm on Monday 5 April
- Week 13: 11:59pm on Monday 12 April

Assessment: Each quiz will be assessed out of 1 mark. Canvas will mark them automatically. If you ever think that Canvas has made an error in marking, please contact me. At the end of the term, I will drop your lowest score (or one non-completion, no questions asked) to determine a total out of 8%. If you must miss more than one quiz for reasons that qualify as grounds for concession, contact me by email so that it can be excused.

[Find out more about these quizzes on Canvas.](#) *Learning objective 1*

Discussion participation & contributions

12% of your grade will be assessed based on participation in group discussion and, through this, contributions to collective learning. There are two possible pathways for participating in group discussion in this course. In the first week of each unit (Weeks 2, 7, and 11), you will be prompted to choose one for the unit:

1. **Asynchronous pathway: posting in group discussion forum on Canvas.**

If you choose this option for a unit, you will be prompted to join a discussion group in the first week; please do so by 3:30pm on the Thursday.

Then, follow the instructions in the Canvas modules each week. During the first three weeks of each unit, it will include, at minimum, posting a summary reflection by the end of the week (11:59pm on Mondays). In the final week of each unit (Weeks 5, 10, and/or 14), you will be asked to post several times throughout the week in order to work with your group members to synthesize, analyze, and reflect on the unit as a whole.

2. **Synchronous pathway: participating in group discussion sessions on Zoom.** If you choose this option, attend weekly Zoom sessions on Thursdays from 3:30-4:50pm throughout the unit. These classes will involve real-time discussion and activity. If you choose this option, please be willing and able to turn on at least your mic for small group discussions. If you are not able to do this or would prefer not to do so, please choose the asynchronous option instead.



Please plan to stay in the same pathway for the whole unit. If you know you will not (or might not) be able to attend all of the synchronous sessions in a unit, you should choose the asynchronous pathway. You are very welcome to switch pathways *between* units depending on what is best for your circumstances, availability, and learning. If something unexpected happens and you must switch pathways mid-unit, please contact the instructor or the TA to discuss the options.

Assessment: Your engagement with and contributions to discussion will be assessed out of 12%. Participation is assessed on a rubric. You can find this and more details on the [Canvas assignment page](#), but broadly the evaluation is based on four main, if interconnected, factors:

- Adherence to instructions; timely completion of asynchronous activities or punctual attendance in synchronous sessions. (~25%)
- Demonstrated preparation; use of appropriate specific examples; concrete knowledge, understanding, and engagement with the course. (~25%)
- Engaged presence, including respectful listening and treatment of others' contributions. (~25%)
- Quality of contributions – that is, contributions that make our collective work and learning better. Strong participation does not take the form of a mic drop; rather, it includes framing comments and questions in a manner that opens up and improves further discussion, and makes space for others' productive contributions. (~25%)

You can miss one week's discussion in the term without penalty, no questions asked. If you must miss more than one, please consult with me or Dane. If it is a reasonable alternative in the circumstances, we might arrange switching pathways for the unit. If this is not possible, then additional "absences" can be excused if there are grounds for academic concession (eg. medical circumstances, conflicting responsibilities, compassionate grounds).

At the end of the term, you will also have an opportunity to complete an optional self-evaluation. This will ask you to reflect on your participation over the term, to consider it in relation to the rubric and expectations, to identify the mark that you think you earned based on the rubric, and to write up to one paragraph explaining why. This will be optional, and you will not lose marks for not completing it. You will also not risk marks by completing it! We will not use your self-evaluation to penalize you, should you suggest a lower mark than what we calculate. If you suggest a higher mark, we will also not automatically raise the mark. However, your explanation might give us additional factors to consider that we had not been able to assess ourselves. More generally, this is intended as a tool for addressing the varied strengths and differences of the asynchronous and synchronous discussion formats.

[Find out more about participation on Canvas.](#) *Learning objectives 1-3*

Examining the Course papers (any 2 of 3)

There is one "Examining the Course" assignment for each of the three units. Complete and submit any two of these; you do not need to declare ahead of time which two you intended to complete. (I do recommend that you consider completing the Unit I paper if possible, as this will get you feedback earlier and distribute the workload more evenly, but you are welcome to choose whichever combination works best for your schedule.)

For each ETC paper, I will distribute questions at the beginning of the unit. At the end of the unit, you will then develop and support a response to one of the questions in approximately four to five pages (typed, double-spaced, including footnotes that reference course materials; no bibliography required for this assignment). Your responses should demonstrate your analytical understanding of the unit's content; synthesize and make connections across the unit; and draw meaningfully and specifically from a range of course materials to support an historical answer to the question. You are only expected to use course materials; outside research will not be rewarded in the assessment.

Deadline: The ETC papers are due on Canvas by 11:59pm on their respective deadlines: any two of 26 February (Unit I), 26 March (Unit II), and 23 April (Unit III).

Assessment: The ETC papers will be evaluated based on demonstrated knowledge, understanding, and synthesis of course content (~40%), analytical insight and effective use of evidence to develop an historical response to the question (~40%), written expression (~20%), and adherence to instructions and principles of academic integrity (required to pass).

[Find out more about these papers on Canvas.](#) *Learning objectives 1-3*

Research project (proposal & final product)

40% of your grade will be assessed based on a research project. The task here is to design and execute a research project focused on an historical topic related to drugs in Canada – either a topic that we will not otherwise explore in the course (but is still feasible to research with existing, accessible sources) or a significant elaboration on something we will explore in the course. The final product will take the form of either an academic essay or another medium/genre that allows you to demonstrate research and develop an historical interpretation. This work will be assessed in two stages: 5% for the proposal and 35% for the final project (including a reflection).

[Find out more about the project on Canvas.](#) *Learning objectives 1-3*

Research proposal

This assignment is your first official step towards the final project. It should contain the following:

1. Approximately two pages (typed, double-spaced, full sentences and paragraphs, with footnotes as required) in which you
 - a. Identify your topic and your key research question (not an argument yet!);
 - b. Explain why you are interested in this topic, why you think it is significant to research, and how it is related to the course;
 - c. Indicate the medium/genre through which you intend to present your final project; briefly explain why this is a good fit for your imagined audience and objectives; and outline your preparation to work in this medium/genre and identify any goals for developing your skills further in this area; and
 - d. Describe what you have done so far and outline a timeline for completing the project.
2. On a separate final page, provide a properly formatted bibliography with at least four relevant peer-reviewed scholarly secondary sources that you are using in your research.

There will be more information available on the assignment page on Canvas, including a list of possible topics and media/genres.

Deadline: The project proposal is due on Canvas by 11:59pm on Friday 5 February.

Assessment: The project proposal will be evaluated on a pass/fail basis (100% or 0%) based on completion, adherence to instructions, and principles of academic integrity. Unexcused late submissions will be accepted subject to the usual penalty. **It is very important that you read the feedback!** The main point is to get you started, to check that your plans are feasible and appropriate, and to provide you with feedback that will support and improve the project. I expect that you will engage with the feedback, and this will form part of the assessment of the final product.

Research project

Conduct research on an historical topic related to drugs in Canada, and then present your research and interpretations either in an essay (approximately eight double-spaced pages, including footnotes; plus a bibliography, not included in the page count) OR in another medium/genre (format and scope defined in consultation with me, approximate equivalent to the essay). It must also include a final written reflection (approximately one to two pages), which identifies your intentions for the project, assesses its success in relation to those intentions, evaluates the impact of medium and genre, and/or explains what you learned from the process of completing the project.

No matter what format you choose, the project should make and support a point that demonstrates a solid, nuanced, and analytical historical understanding of your topic with specific historical evidence; use rigorous historical research (including a minimum of four peer reviewed scholarly secondary sources, primary sources can be used but are not required); clearly indicate and give appropriate credit to your sources; and be produced in a style appropriate to the chosen medium and genre, and intended audience and objectives.

Deadline: The project is due by 11:59pm on Friday 9 April.


Assessment: The project will be evaluated based on historical argument and analytical insight (~40%), demonstrated historical research and effective use of evidence (~40%), style or expression appropriate to medium/genre and intended audience/purpose (~20%), and adherence to instructions and principles of academic integrity (required to pass). Your incorporation of feedback will be factored into the assessment of each category as relevant.


Grading scale

%	90-100	85-89	80-84	76-79	72-75	68-71	64-67	60-63	55-59	50-54	0-49
	A+	A	A-	B+	B	B-	C+	C	C-	D	F

What else do you need to know? Course policies & principles

 To find out more, see the [General Course Policies](#) and [Assignments Overview](#) pages on Canvas.

 **Don't suffer in silence.** Check the Canvas discussion board, including the [course Q&A](#). Attend office hours or set up a meeting with me or Dane. Send us an email. Let us know.

 **Hold space for each other, be patient, engage with each other and offer generous challenges, and contribute to a respectful collective community where we can all learn and contribute.** A community of learning is essential for our work at the best of times, but these principles is perhaps especially important as we do this work online, at a distance, in variously

challenging circumstances. We all bring to the course different positions, responsibilities, challenges, needs, and circumstances that will affect our work here. For further principles to guide discussion, see the [Assignment page for Participation](#).

🗨️ Challenge yourself, but do not put yourself at risk and do respect others' boundaries. I want you to engage with the course and challenge yourself to learn from wherever you start. Sometimes this involves work that is personally difficult. However, this does not mean personally risky! It is possible that topics will arise that are censored, monitored, or illegal in your current location or that of your peers; see below for a policy related to this. It is also possible that topics will arise that are connected to personal trauma. I do not want to put you at risk or do harm in this course. If you are not able to participate in a discussion or you have concerns about accessing or engaging in the course in another way, please be in touch with me so that I can determine appropriate accommodations. Note, too, that there is some flexibility already built into the course assessments so, for example, if you have concerns about one unit, you could choose to complete the other two ETC papers. If you are concerned about all or most of the course, you might consider postponing or not taking it, though I am happy to speak with you if you need more information. You will never be required to disclose to me the reasons for any of your concerns.

🗨️ If you choose to attend synchronous sessions, follow general principles for behaviour in Zoom sessions. See also the [How to Use Canvas and Zoom in this Course](#) and the [Participation assignment](#) pages on Canvas.

- You do not need a Zoom account to attend. Click the direct link in the module, or go to Zoom in the left menu of Canvas and click Join to join a session.
- You can choose to join using just a first name or a nickname.
- I will never require you to turn on your camera in a Zoom session. Meetings in my office hour (or as scheduled) can take place by your preference of video, audio, or chat. If you choose to attend the synchronous discussion sessions, please be able and willing to turn on at least your mic to contribute to small group work in breakout rooms.
- During discussion, make sure that you have access to any readings or other materials, as discussion might require your active use (rather than your general memory) of them.
- Keep your mic muted unless you are talking. Though I know we can't perfectly control our spaces in these circumstances, please be mindful of the background and possible distractions if you turn your camera on. Minimize multi-tasking or other distractions as much as possible.
- When you join my office hours, you will be in a waiting room. Please wait there until I add you to the room. If you are waiting for a while, it just means I am meeting with someone else; rest assured that I see you and I will add you as soon as I am available to meet with you.
- You should never record any aspect of synchronous sessions without express permission to do so, nor should you share anyone's personal information outside of the class.

🗨️ Accommodations and accessibility. Students with disabilities can seek academic accommodations from the Centre for Accessibility under the terms of UBC Policy 73. You can find out more from UBC's "[Academic Accommodations for Students with Disabilities](#)." If you have such accommodations, ensure that I have the paperwork from the Centre for Accessibility as soon as possible. **Whether or not you have formal accommodations:** if you find that any aspect of the course is a barrier to your learning or meaningful inclusion, please set up a meeting, drop into my office hours, or email me so we can discuss possible strategies or adjustments that will meet your needs and course requirements. I am committed to reducing as many barriers to access as I can. You will never be asked or required to disclose to me the reasons for such concerns.

🤔 **“Absence” policy.** While the asynchronous nature of this course offers you more flexibility, it does *not* mean that I expect you to do coursework if you are sick or have other circumstances that qualify for concession. With this in mind, remember that I will drop your lowest review quiz and I will automatically excuse one absence from discussion. If you are unable to participate in the course for more than that due to reasons that qualify as grounds for concession, email me – though do not send me documentation like doctor’s notes, please. In such circumstances, I can excuse additional absences from participation, as well as check about other ways to support you in the course.

📌 **Respect each other’s privacy and safety.** Do not record or share any course materials or personal information, including names, unless you have express permission to do so. As a general rule, all Canvas materials (including my lecture materials) must stay on Canvas, and you should not record Zoom sessions. Please note this statement from UBC:

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit the Calendar for an articulation of the values of the University conveyed in [the Senate Statement on Academic Freedom](#)). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please read more about UBC’s position on [Freedom of Expression](#).


! **Topics that might be sensitive, censored, or illegal in some locations: this course focuses on drugs and people who have used drugs in Canadian history.** It will examine histories related to a range of substances that have been variously considered illegal, legal, and/or controlled in Canada. A significant proportion will focus on substances and actions that have been illegal or criminalized – in the past and/or today, in Canada and/or elsewhere in the world. Throughout the term, this work will involve taking seriously the perspectives and experiences of people who have used illegal drugs, and engaging with sources that depict the consumption or use of these substances.

The course will also include historical examinations of racism (multiple weeks; especially Weeks 2, 3, 5, 12, and 14), police violence (multiple weeks; especially Weeks 2, 3, 5, 9, 10, 12, and 14), fatphobia and diet culture (Weeks 8 and 10), contraception with mentions of abortion (Weeks 8 and 10), psychiatric institutionalization, disability, and ableism (Weeks 7, 8, and 10), and activism focused on harm reduction, legalization, and/or decriminalization of drugs (multiple weeks; especially Weeks 9, 10, 13, and 14). In each week’s module, I will endeavour to indicate clearly the specific content and key topics of our work so that you are aware before you engage in detail.

While most of our work will focus on the past, the course might involve some discussion of related current events with a Canadian emphasis. The main emphasis of the course is *historical*, but these are all issues with immediate contemporary relevance – political and, often, personal. Members of the course community will have different relationships to, experiences with, and beliefs, knowledge, and ideas about these topics.

If you have concerns that the content of this course will put you at risk, please read UBC’s statement (above, in grey) closely, contact me if you would like to discuss it further, and consider postponing or not taking this course if you determine that it will not be safe for you. **Regardless of your current location, please also be mindful that, for some members of the class community, sensitive material might result in repercussions, so respect each other’s boundaries, privacy, and safety as well as your own.**

On this topic, UBC also recommends using myVPN. You can find more information about this on the [General Course Policies](#) page on Canvas.

 *Academic conduct.* This course is rooted in the principles of academic integrity and honesty. In its simplest form, this means that you are “expected to behave as honest and responsible members of an academic community.”² This includes submitting assignments that are your own original and independent work, and that always give appropriate credit to all sources that you used. Why should you do this? The consistent, thorough practice of citation is an important component of being part of academic communities and conversations; it enables you to show (off!) your work; it gives fair credit to the people whose work and expertise has been essential for your own; and it reflects skills, including attention to detail, that are applicable and necessary to future courses, jobs, and more. In addition, there are serious repercussions for academic misconduct. These can include a zero on the assignment, failure of the course, a notation on your transcript, and suspension or expulsion.

So, what is academic misconduct? As outlined in UBC policy, it includes the following:

“1. Cheating, which may include, but is not limited to:

- I. falsification of any material subject to academic evaluation, including research data;
- II. use of or participation in unauthorized collaborative work;
- III. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
- IV. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
- V. dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the Student Conduct during Examinations).

2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person’s words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else’s work as one’s own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student’s own. Students are responsible for ensuring that any work submitted does not constitute plagiarism.”³


Please keep in mind that UBC’s standards of academic conduct might differ from those at other institutions. It is your responsibility to ensure that you understand UBC’s expectations and how to practice academic honesty in this course. For more, read “[Discipline for Academic Misconduct](#)” in


² UBC Policies and Regulations, “[Academic Honesty and Standards](#).”


³ UBC Policies and Regulations, “[Academic Misconduct](#).”

UBC's Academic Calendar; the Chapman Learning Commons guide, "[Academic Integrity](#)"; and the [UBC History Writing Centre's](#) sections about citation. If you have any questions or concerns as you work on an assignment, please contact me *before* you submit it.

Where can you find help or support?

 To find out more, see the [Where can you find help or support?](#), [How to succeed in this course](#), and [How to use Zoom and Canvas in this course](#) pages on Canvas.

 For course-related support, use Canvas Discussions, email and/or set up a meeting with the TA Dane Allard (Dane.Allard@alumni.ubc.ca), drop into the instructor's regular office hours or set up another meeting time and/or email (Laura.Ishiguro@ubc.ca).

 Here are some other important resources to support you and your work. See [Canvas for a more extensive list](#) related to tech, academics, finances, health, wellbeing, and advocacy.

Free, confidential, 24/7 support for mental health & well-being:

- As a UBC student, you have access to [Empower Me](#), including a 24/7 helpline at 1-844-741-6389 (toll-free) from anywhere in North America.
- Either in or outside North America, as a UBC student you have access to single-session 24/7 mental health support and community referrals via app, phone, and web through [Here2Talk](#).
- The [Crisis Centre of BC](#) is an off-campus resource with phone and chat options in BC. If you are not in BC, there might be similar services in your local area.
- If you are worried about a friend, you might find [UBC's Crisis Support](#) information helpful.
- For longer-term strategizing, you also might be interested in exploring a free e-book, [It's All Good \(Unless It's Not\): Mental Health Tips and Self-Care Strategies for your Undergrad Years](#), written by Nicole Malette and published by UBC Press this summer

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available from the UBC Senate, "[Policies and Resources to Support Student Success](#)."