

Drugs in Canadian History
Topics in Canadian History

HIST 420D

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University of British Columbia
Winter 2021-22, Term 2 (hybrid)

Course home: [Canvas](#)

Asynchronous materials: released by 10am Mondays, Canvas modules.
Synchronous or in-person classes*: Wednesdays 2-3:20pm, [Zoom](#) (until 24 January)
& BUCH D317 (after 24 January, unless otherwise announced).

**There is an online asynchronous alternative on Canvas for all synchronous/in-person classes.*



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

! This course deals with subjects that might be sensitive, censored, monitored, or illegal in some locations. Find out more on pp. 18-19 of the syllabus or the “[General Course Policies](#)” page on Canvas.

The Point Grey campus of UBC Vancouver is located on the traditional, ancestral, unceded, and occupied territory of the hənq̓əminəm-speaking xʷməθkʷəy̓əm (Musqueam) people. xʷməθkʷəy̓əm have lived here since time immemorial – since the beginning of people, history, and memory; for millennia – and continue to do so. “Unceded” means that xʷməθkʷəy̓əm have never sold, surrendered, or otherwise relinquished these lands despite historical and ongoing colonialism. I encourage you to learn more directly from [xʷməθkʷəy̓əm](#) as well as from other nations on whose territories you live; I also encourage you to attend to the histories that shape your own presence, relationships, and work in this place.

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Basic course information

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 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 diverse drugs – such as alcohol, opioids, tobacco, cannabis, and pharmaceuticals – offers a remarkably revealing lens onto Canada, both past and present. Through lecture videos, readings, historical films, discussions, and assignments, we will examine 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 and contested 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!

How is this course structured?

HIST 420D is a hybrid course. You can complete it entirely online on an asynchronous basis *or* through a combination of asynchronous and synchronous/in-person work.

- New Canvas modules will be released by 10am each Monday. Engage with the module as instructed, completing each week's work by Sunday at 11:59pm.
- There is also a weekly discussion component. You can choose either asynchronous online discussion (Canvas) *or* synchronous/in-person discussion (Zoom until 24 January; in-person classes after 24 January unless otherwise announced). You can switch back and forth between the options depending on what is best for you from week to week.
 - If you choose asynchronous discussion, you should post at least once by 11:59pm on Wednesday, and complete follow-up post(s) as instructed by 11:59pm on Sunday.
 - Synchronous/in-person discussions will take place on Wednesdays from 2-3:20pm, either on Zoom or in BUCH D317.

While it might vary by week and person, you should anticipate spending an approximate average of 3-4 hours per week on this regular coursework (asynchronous module materials plus discussion in either format), in addition to working on assignments as scheduled during the term.

The course is organized into three units, plus the introductory week. Moving chronologically from the mid-nineteenth to the early twenty-first century, each unit focuses on key issues that especially characterized the period in question, while the units are also connected by some common themes so that we can attend to change and continuity over time as well.

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.
II	6-9	~1950s-1970s	Ideas, experiences & impact of medicalization in a high modern Canada; hippie culture & politics; reconfigured debates about use, addiction, policing & legalization.
III	10-13	~1980s-2000s	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.

Within each unit, most weeks focus on specific drug(s), which offer different ways to explore the big themes. We will discuss some drugs just once during the term; others come up multiple times so that we can track changes in their meanings, usage, and regulation. This design reflects the strengths of the existing scholarship, and my interest in balancing depth and breadth in the topics we examine.

What are the course's learning objectives?

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.


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


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

To achieve these objectives, you should consistently engage with the regular coursework and complete the assignments. You should also contact me if you have questions or concerns. I will assess your achievement of course objectives based on your work in the assignments listed below.

What materials will you need?

 **No textbooks or extra supplies to purchase!** All assigned materials are available online for free or at no additional cost to registered students. They will be linked in the associated week’s module, or find them any time through the Library Online Course Reserves (Canvas).

 **A computer or other device & internet access!** The course takes place either partly or exclusively online, depending on your choice of discussion format. The online course home is Canvas, accessible with your CWL. All synchronous discussions will take place on Zoom, as will my office hours or other meetings. You are not required to have a Zoom account, nor are you required to turn on your camera unless you choose to do so. However, I do ask that you be prepared to unmute yourself in breakout rooms if you choose the synchronous discussion option.

 **A face covering if you attend in-person classes!** You are required to wear a mask that covers your nose and mouth unless you qualify for an exemption on grounds included in the current Provincial Health Officer order, in which case you should seek an official accommodation. Find out more on pp. 14-15 below or “[Policies & principles related to COVID-19](#)” on Canvas. Remember that there are online (asynchronous) alternatives available for all in-person classes and you are welcome to choose these for any reason.

Who is teaching this course? How can you communicate with me?

Instructor: Dr. Laura Ishiguro. Call me either Laura, or Dr. Ishiguro, or Professor Ishiguro – your choice among the three. My pronouns are she/her/hers. If you want to find out more about me and what you can expect from me as an instructor, visit the Canvas page, “[The Instructor](#).”

How can you contact me? Please be in touch with questions or concerns. I am here to support you! I aim to answer student communications in the following ways within 48 hours on weekdays:

- **For questions and logistical issues related to the course or assignments**, read and/or post in the [Course Q&A and General Discussion](#) on Canvas. I encourage you to respond to your peers here too, if you have answers to their questions or want to chime in about issues that they have raised.
- **For one-on-one consultation**, attend my office hours on Zoom on Thursdays 10am-11am. [Join directly using this link](#) (or Meeting ID: 642 8146 2274 and Passcode: 446820).

- My scheduled office hours operate on a drop-in basis – first come, first served. You will first enter in a Zoom waiting room; please wait there and, when I am available for one-on-one conversation, I will add you to the room where we can communicate by your choice of video, just audio, or just chat.
- If you are unable to meet in my scheduled office hours, send me an email (Laura.Ishiguro@ubc.ca) to arrange an alternative time that works for both of us. We will meet in the same Zoom office linked above. I will not hold in-person meetings.
- **To contact me about personal circumstances not appropriate for the general discussion board or to set up a meeting outside of my regular office hours**, email me at Laura.Ishiguro@ubc.ca. I do not use the Canvas inbox! Please do not send messages via Canvas! Please email me directly using my UBC address! This helps me to manage my workload (and stress levels), and helps me to help you in a timely way. Thank you!

How will I contact you? When I need to communicate with the class outside of the regular weekly modules or the Canvas Q&A discussion, I will use the following methods:

- To communicate with the class as a whole, I will use Canvas Announcements. If you would like to receive email notifications about new announcements, you can adjust your Canvas settings (Account → Notifications).
- To communicate with individual people in the class, I will use the UBC system that contacts you by email. Please remember to check the email account that UBC has on file for you.

What will we do?

Course schedule

Week 1 (10-16 January) – Introductions

- Required asynchronous.** Complete the Introductions module on Canvas. This will introduce you to the course, then ask you to complete two small tasks: an initial survey for me, and a post in an introductory discussion forum so that the class can get to know each other.
- Optional synchronous.** Wednesday 12 January, 2-3:20pm, [Zoom](#). Attendance is not mandatory. This will primarily be an opportunity to meet me and your colleagues, and I will not provide any information that is not also included in the Introductions module. If you cannot attend, you do not need to let me know; simply complete the asynchronous work for the week.
- Join the course after the start of term?** Welcome! Please do this week's [asynchronous](#) work when you join us, and contact me if you have questions or concerns.

UNIT I: ~1867-1940s

Week 2 (17-23 January) – Alcohol

- Required asynchronous.** Canvas module released by 10am Monday 17 January:
 - Lecture: Canada dry? Drinking, debating alcohol, and imagining a 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.
 - Review quiz: complete by 11:59pm on Sunday 23 January.
- Required discussion – choice of format:**
 - **Synchronous.** Wednesday 19 January, 2-3:20pm, [Zoom](#) **OR**

- **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 19 January, follow-up post(s) by 11:59pm Sunday 23 January.

Week 3 (24-30 January) – Opium

- **Required asynchronous.** Canvas module released by 10am Monday 24 January:
 - Lecture: Getting to the source – opium, gender, race, & law in the making of Canada.
 - 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.
 - Review quiz: complete by 11:59pm on Sunday 30 January.
- **Required discussion – choice of format:**
 - **In person*.** Wednesday 26 January, 2-3:20pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 26 January, follow-up post(s) by 11:59pm Sunday 30 January.

*** Note:** this is the first class scheduled to take place in person. If you choose to attend any in-person class, review and follow all “[Policies & principles related to COVID-19](#)” (pp. 14-15, below) – including by completing a self-assessment for symptoms before attending and following the mask mandate. **Do not attend any in-person class if you are sick, maybe-sick, or “just a little bit” sick!** This or any other in-person class will transition to [Zoom](#) if required by UBC or the Provincial Health Officer. I will use Canvas Announcements to inform you of any such changes.

Week 4 (31 January-6 February) – Cannabis & tobacco

- **Required asynchronous.** Canvas module released by 10am Monday 31 January:
 - Lecture: Smoking in contrast – moral panics or respectable leisure?
 - 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.
 - Review quiz: complete by 11:59pm on Sunday 6 February.
- **Required discussion – choice of format:**
 - **In person.** Wednesday 2 February, 2-3:20pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 2 February, follow-up post(s) by 11:59pm Sunday 6 February.
- **Deadline!** The project proposal is due on Canvas by 11:59pm on Friday 4 February.

Week 5 (7-13 February) – Unit synthesis & assignment preparation

- **Required asynchronous.** Canvas module released by 10am Monday 7 February:
 - Lecture: Synthesizing drug histories – key skills, strategies, and tips for assignments.
 - No additional assigned readings this week.
 - Review quiz: complete by 11:59pm on Sunday 13 February.
- **Required discussion – choice of format:**
 - **In person.** Wednesday 9 February, 2-3:20pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 9 February, follow-up post(s) by 11:59pm Sunday 13 February.



Image, left: Library and Archives Canada, PA-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/).



UNIT II: ~1950s-1970s

Week 6 (14-20 February) – Alcohol & LSD

- ❑ **Required asynchronous.** Canvas module released by 10am Monday 14 February:
 - 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.
 - Review quiz: complete by 11:59pm on Sunday 20 February.
- ❑ **Required discussion – choice of format:**
 - **In person.** Wednesday 16 February, 2-3:20pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 16 February, follow-up post(s) by 11:59pm Sunday 20 February.
- ❑ **Deadline! ETC #1 is due on Canvas by 11:59pm on Friday 18 February.** Remember that there are three ETC papers, and you will submit any two. While this means that you are not required to complete this one, I strongly recommend that you do so, if at all possible, as it will get you feedback earlier and make a substantial difference in your end-of-term workload.

Week 7 (21-27 February) – Midterm break

- ❑ **Midterm break.** No new Canvas module or discussion this week. My office hour is cancelled on 24 February. I am available by email or on the Course Q&A and General Discussion Forum.

Week 8 (28 February-6 March) – Amphetamine, thalidomide & "the pill"

- ❑ **Required asynchronous.** Canvas module released by 10am Monday 28 February:
 - 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 *Ubyyssey* report on the availability, use, and/or impact of oral contraception (ie. birth control pills) at UBC? Using the [Ubyyssey archive](#) in UBC Open Collections, find one article from the 1960s that addresses this question.
- Review quiz: complete by 11:59pm on Sunday 6 March.

□ **Required discussion – choice of format:**

- **In person.** Wednesday 2 March, 2-3:20pm, BUCH D317 **OR**
- **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 2 March, follow-up post(s) by 11:59pm Sunday 6 March.

Week 9 (7-13 March) – Cannabis

□ **Required asynchronous.** Canvas module released by 10am Monday 7 March:

- Lecture: The contested 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).
- Review quiz: complete by 11:59pm on Sunday 13 March.

□ **Required discussion – choice of format:**

- **In person.** Wednesday 9 March, 2-3:20pm, BUCH D317 **OR**
- **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 9 March, follow-up post(s) by 11:59pm Sunday 13 March.



Images: 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, 1944; and City of Vancouver Archives, AM281-S8-: CVA 180-7632, “Drinking Driving Counterattack information booth on grounds,” Bob Tipple, 1978. License: [CC BY 2.0](#).

Week 10 (14-20 March) – Alcohol & steroids

- ❑ **Required asynchronous.** Canvas module released by 10am Monday 14 March:
 - Brief context: 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.
 - Review quiz: complete by 11:59pm on Sunday 20 March.
- ❑ **Required discussion – choice of format:**
 - **In person.** Wednesday 16 March, 2-3:20pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 16 March, follow-up post(s) by 11:59pm Sunday 20 March.
- ❑ **Deadline! ETC #2 is due on Canvas by 11:59pm on Friday 18 March.** Remember that there are three of these papers, and you should submit any two of them.

Week 11 (21-27 March) – Alcohol, opioids, & other drugs, Part I

- ❑ **Required asynchronous.** Canvas module released by 10am Monday 21 March:
 - 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 (Pams taPaw) from the Life of a Sliammon Elder*, Elsie Paul with Davis McKenzie, Paige Raibmon, and Harmony Johnson (Vancouver: UBC Press, 2019).
 - Review quiz: complete by 11:59pm on Sunday 27 March.
- ❑ **Required discussion – choice of format:**
 - **In person.** Wednesday 23 March, 2-3:20pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 23 March, follow-up post(s) by 11:59pm Sunday 27 March.

Week 12 (28 March-3 April) – Opioids & other drugs, Part II

- ❑ **Required asynchronous.** Canvas module released by 10am Monday 28 March:
 - 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.
- Review quiz: complete by 11:59pm on Sunday 3 April.

☐ Required discussion – choice of format:

- **In person.** Wednesday 30 March, 2-3:20pm, BUCH D317 **OR**
- **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Wednesday 30 March, follow-up post(s) by 11:59pm Sunday 3 April.

Week 13 (4-10 April) – Unit conclusions & course reflections

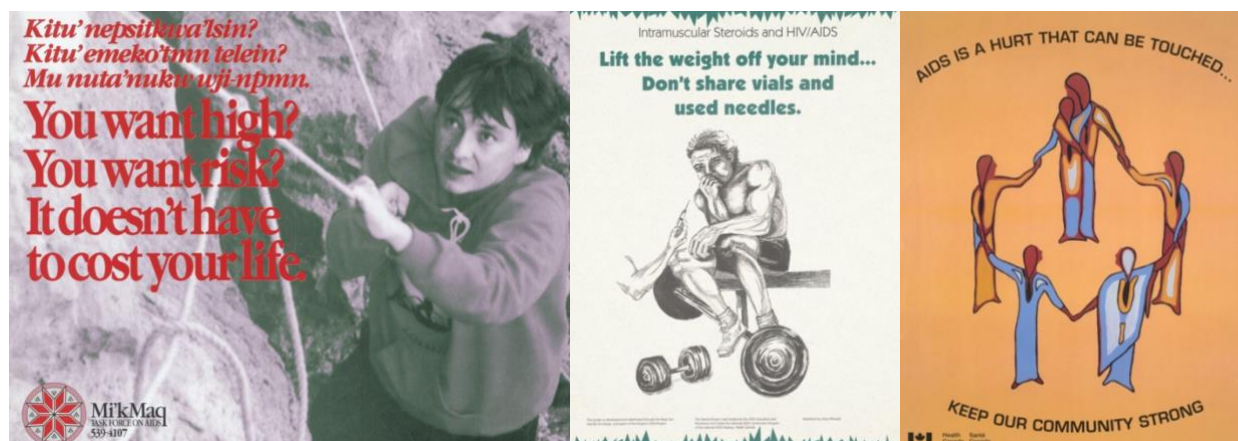
☐ Required asynchronous. Canvas module released by 10am Monday 4 April:

- Lecture: Unit conclusions and course reflections.
- No additional assigned readings this week.
- Review quiz: complete by 11:59pm on Sunday 10 April.

☐ Required discussion – choice of format:

- **In person.** Wednesday 6 April 2-3:20pm, BUCH D317 **OR**
- **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed by 11:59pm on Sunday 10 April.

☐ Deadline! The research project is due on Canvas by 11:59pm on Friday 8 April.



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](https://creativecommons.org/licenses/by-nc/4.0/).

Exam period (12-27 April)

- ☐ Deadline!** ETC #3 is due on Canvas by 11:59pm on Friday 22 April. Remember that there are three of these papers, and you should submit any two of them.

**What assignments will do you do?
On what will your grade be based?**

Assignment	Percent	Due date
Regular engagement, participation, & contributions		
Review exercises	5%	Weeks 2-13 (except midterm break): 11:59pm Sundays.

Discussion	15%	Weeks 2-13 (except reading break): <ul style="list-style-type: none"> - Asynchronous – post as instructed by 11:59pm Wednesdays & Sundays OR - Zoom/in-person – 2-3:20pm, Wednesdays.
Examining the Course papers (2 of 3 unit-based assignments)		
Submit any <u>two</u> of the following: <ul style="list-style-type: none"> - Unit I - Unit II - Unit III 	1x20% 1x25%	By 11:59pm on their respective deadlines: <ul style="list-style-type: none"> - Friday 18 February (Week 6) - Friday 18 March (Week 10) - Friday 22 April (Exam period)
Research project		
Research proposal	5%	11:59pm on Friday 4 February (Week 4)
Research project	30%	11:59pm on Friday 8 April (Week 13)

REGULAR ENGAGEMENT, PARTICIPATION, & CONTRIBUTIONS

This component of your grade focuses on regular engagement with and understanding of course materials, and contributions to our collective learning through discussion. While the weekly portion of the mark is small, 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 as soon as possible so that we can discuss strategies and options as appropriate.

Review exercises



5% will be assessed based on review exercises, which will be released weekly in the Canvas module (Weeks 2-13 except reading break). These are not intended to be onerous or busywork. Rather, they are low-stakes exercises designed to encourage your regular engagement and support your digestion of course materials; to provide structure for reviewing and assessing your learning; to guide and evaluate your understanding of key points and examples; and to serve as a foundation for the larger assignments. They will take the form of short quizzes on Canvas, each consisting of about five closed-ended questions focused on major points and examples from the week's work. They can be completed open-book and multiple attempts are allowed within the week. I anticipate that the review exercise will take about 5-10 minutes to complete each week.

Deadlines: Each week's review exercise will be open from 10am Monday to 11:59pm Sunday. It will then close and cannot be completed late.

Assessment: They will be automatically marked on Canvas. At the end of term, I will drop your lowest score (or non-completion, no questions asked) to determine a total mark out of 5. If you must miss more than one for a reason that qualifies as grounds for academic concession, email me so that it can be excused.

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

Discussion



15% will be assessed based on your engagement and participation in weekly discussion and, through this, your contributions to collective learning. There are two ways to participate each week. You will choose one. You can change your choice from week to week depending on what is best for you.

If you choose the asynchronous Canvas discussion:

- Opens by 10am Monday. Follow instructions in Canvas module to join a group and, based on the week's work and the discussion prompt, make initial post by 11:59pm on Wednesday. Complete follow-up post(s) by 11:59pm on Sunday.
- Although asynchronous discussion and in-class participation can differ, plan to spend approximately the same amount of time (eg. ~75-80 minutes per week). For the asynchronous option, this time includes thinking about the prompt, considering and writing your own initial contribution, reading and considering others' posts, and making follow-up post(s) as instructed.

If you choose the synchronous/in-person class discussion:

- Wednesdays 2:00-3:20pm. These classes will take place on Zoom until 24 January, and in person in BUCH D317 after 24 January unless otherwise announced. Engage with the week's module prior to attending, and come prepared to discuss the materials as instructed.

Assessment. Discussion participation and contributions will be evaluated based on four factors:

- Adherence to instructions (~40%).
- Demonstrated preparation and engagement with the course (~20%).
- Respectful treatment of other people and their ideas (~20%).
- Quality of contributions (~20%). By this, I mean contributions that make our collective work and learning better. Strong participation in this course does *not* take the form of a mic drop; rather, it includes framing comments and questions in a manner that opens up and improves discussion, and makes space for others' productive contributions.

At the end of term, I will drop the lowest week's mark (including the first non-completion/absence, excused or unexcused), and use the remaining weeks to calculate a mark out of 15. You will also have an opportunity to complete an optional self-evaluation at the end of term, which might be factored into the grade. If you must miss more than one week for a reason that qualifies as grounds for academic concession, email me so that it can be excused.

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

EXAMINING THE COURSE PAPERS (ANY 2 OF 3)

There is one "Examining the Course" paper for each of the three units. Find a choice of questions on the associated Canvas Assignment page – [Unit I](#), [Unit II](#), and [Unit III](#). You will complete any two of these papers. For each of the two, choose one question for the unit. Develop and support a response to it using relevant course materials from the unit (approximately four to five pages, typed, double-spaced, including footnotes). You should only use course materials; outside research will not be counted or rewarded in the assessment. No bibliography is required.

Deadline: ETC papers are due on Canvas by 11:59pm on their respective deadlines: any two of 18 February (Unit I), 18 March (Unit II), and 22 April (Unit III).

Assessment: These papers will be evaluated based on demonstrated knowledge, understanding, and synthesis of unit content (~45%), analytical insight and use of evidence to develop an historical response to the question (~45%), written expression (~10%), and adherence to instructions and

principles of academic integrity (required to pass). During term, I will mark all ETC papers out of 20. At the end of term, I will re-weight your ETC paper with the higher mark to be out of 25.

Find out more about these papers on Canvas – [a general overview](#), and specific instructions for [Unit I](#), [Unit II](#), and [Unit III](#). *Learning objectives 1-3*

RESEARCH PROJECT (PROPOSAL & PROJECT)

This component of your grade is based on a research project. Your task is to design and execute a project focused on a topic related to the history of 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. This work will be assessed in two stages: 5% for a proposal and 30% for the final project.

Research proposal

The proposal will be approximately two pages of writing (typed, double-spaced, with footnotes as required), plus a bibliography (on a separate final page, not included in the two pages of writing).

Deadline: The proposal is due on Canvas by 11:59pm on Friday 4 February.

Assessment: The 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 of 5% per day. **It is very important that you read my feedback prior to completing the final project!**

[Find out more about the proposal on Canvas](#). This includes a detailed explanation of what to include, as well as a list of suggested topics and media/genres. *Learning objectives 1-3*

Research project

The final project itself will take the form of either:

- An academic essay (approximately eight double-spaced pages, including footnotes) plus a bibliography and a two-page reflection (neither of which is included in the eight pages) or
- Another medium/genre (format and scope defined in consultation with me, approximate equivalent to an eight-page essay) plus a bibliography and a two-page reflection.

Deadline: The project is due on Canvas by 11:59pm on Friday 8 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 imagined audience/purpose (~20%), and adherence to instructions and principles of academic integrity (required to pass). Your incorporation of feedback from the proposal stage will be factored into the assessment of each category as relevant.

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

COURSE GRADING SCALE

<i>Exceptional</i>	<i>Excellent</i>	<i>Very good</i>		<i>Good</i>		<i>Fair</i>			<i>Poor</i>	
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 do you need to know about being in this course?

Policies & expectations related to COVID-19

¶ **When in doubt, choose the more cautious and generous option.** Members of the course community (myself included) – as well as the people with whom we live, work, and gather, and for whom we care – have varied and potentially very serious risks in relation to COVID-19 and other contagious illnesses; you can judge your own risk and risk tolerance, but you cannot decide others' for them. We are also facing another difficult term, which – for many of us, in shared and different ways – might be shaped by the exhaustion, trauma, anxiety, and uncertainty wrought by COVID-19 over the past two years, as well as varied needs, feelings, and relationships to teaching and learning in person and online. With all of this in mind, **I ask and expect that we all approach our work in this course through the principle of collective care and responsibility.**

¶ **Follow all public health orders, university requirements, and course policies.** These might change throughout the term. Please monitor the [UBC COVID-19 page](#) or your email account for updates from UBC, and Canvas for updates from the course.


⚠ **Before attending any in-person class, you must complete a [self-assessment for COVID-19 symptoms](#).** Under absolutely no circumstances should you attend any in-person class if you are sick, “just a little bit” sick, or even maybe-sick! If you are sick, stay home.

- **If you do not attend an in-person class but you are able to work,** participate in the week's asynchronous discussion on Canvas instead.
- **If you are too sick to work, I do not expect you to work. Please focus on your health first.** There is flexibility built into the course for precisely this purpose. Review the related policies on the “[Assignments overview & policies](#)” page on Canvas or pp. 15-16 below.


⚠ **If you attend any in-person class, you are required to wear a mask that covers your nose and mouth in all indoor public spaces** unless you qualify for an exemption on grounds included in the current Provincial Health Officer order, in which case you should seek an official accommodation. [There are online \(asynchronous\) alternatives available for all in-person classes](#) in this course and you are welcome to choose these for any reason.


- Some people can be exempted from the mask mandate. For example, Section 7 of the [Provincial Health Officer Order on Face Coverings \(COVID-19\) \(3 December\)](#) outlines exemptions for students in certain situations including: “(a) If the student is unable to wear a face covering because of (i) a psychological, behavioural or health condition, or (ii) a physical, cognitive or mental impairment; (b) if the student is unable to put on or remove a face covering without the assistance of another person.” Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the PHO Order. Such requests must be made through the Centre for Accessibility. After review, students who are approved for this accommodation will be provided with a letter of accommodation to share with instructors teaching courses in which they are registered.
- The current PHO Order exempts instructors from wearing a mask while teaching if they can maintain a 2m distance from everyone else. Despite this, I still intend to remain masked in the classroom due to personal health and other considerations. It is unlikely but possible that this will change during the term; if this is the case, I will let you know ahead of time, but for now, expect me to be masked in the classroom at all times.

- With reference to mask-wearing, exemptions, and all other matters, please help to maintain a [respectful environment](#) on campus.


 **If I am sick, I will cancel the in-person class.** I will make every reasonable attempt to let you know about any such cancellation as soon as possible using Canvas Announcements. There are two possible alternatives for a cancelled in-person class:


- If I am unable to attend class in person but I am well enough to teach, I will hold a synchronous discussion session on Zoom during the scheduled class time. The usual classroom will be open if you want a designated space on campus from which to attend a Zoom class.
- If I am not well enough to teach, I will cancel the class altogether, and ask that you participate in the asynchronous discussion on Canvas instead.


 **Backup plan for scheduled in-person classes in general!** Any class currently scheduled as in-person will transition to Zoom if required by public health order, university policy, and/or instructor discretion in specific circumstances (eg. if I need to isolate, but I am well enough to work). I will announce any such changes using Canvas Announcements.

 **If syllabus changes are required.** I have designed the course to accommodate diverse circumstances and significant unknowns as much as possible, and I will try to avoid or minimize further changes. However, if revision to the syllabus is required, I will communicate with you about these in accordance with [UBC Senate Policy V-130, Section 9](#).

Policies & expectations related to assignments


 **Have questions? Check the specific instructions on the Assignment page and the [Course Q&A and General Discussion Forum](#).** If your question hasn't been answered there, post in the forum, drop into my office hours, or email me directly.

 **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.

 **Missed classes, deadline extensions, and late submissions.** This course is structured so that all components work together to build your skills, knowledge, and understanding in a linear way over the term. On the one hand, this assumes and requires your regular, timely engagement. On the other hand, I understand that sometimes you might need to miss a discussion or submit an assignment late; your coursework is not inherently and necessarily the most important thing in your life, nor should it be, and there is flexibility built into the course for precisely this reason.

- **Missed discussions (in person or online) and/or review exercises.** I absolutely do not want you to attend in-person classes if you are sick. Learning in person is not more important than your health, the health of everyone else in the course, and everyone with whom we all gather, live, study, work, and care. With this in mind:
 - **If you do not attend an in-person class but you are able to work,** participate in the week's asynchronous discussion instead. Complete the Canvas review exercise as usual.
 - **If you are too sick to work, I do not expect you to work.** Please focus on your health first. One week's discussion and one review exercise (the first absence/non-completion, or otherwise the lowest mark) will be automatically dropped at the end of term, no questions asked. If this is your first absence/non-completion in the term, you can simply miss it; you do not need to be in touch.

- **If you are unable to participate in discussion or complete the review exercise for more than one week due to illness or other medical circumstance, conflicting responsibilities, or compassionate grounds ([as defined in UBC policy](#)),** send me an email to say that the missed work was due to a reason that qualifies as grounds for academic concession. In this case, I can excuse the missed work as well as check in about other ways to support you in the course. You are not required to disclose the specific reason. Do not ever send me documentation as proof of your reason – ie. no doctor’s notes, photographs, or detailed descriptions, please!
- If you miss more than one discussion and/or review exercise and you do not inform me that it was due to a reason that qualifies as grounds for academic concession, your mark for this work in the second and any subsequent missed weeks will be recorded as zero.
- **Late submission of written assignments.** Unexcused late submissions of assignments will be accepted with a late penalty of 5% per day. Late submissions will be excused (ie. no late penalty applied) in either of two circumstances:
 - **If you email me at least 24 hours before the deadline to request an extension** (for any reason; no documentation or details required), I will grant an extension. There will be no late penalties as long as you then submit it by the agreed-upon extended deadline.
 - **If you submit an assignment late without contacting me ahead of time, but you then email to say that it was due to a reason that qualifies as grounds for academic concession under UBC policy** (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, [as defined in UBC policy](#)), I will waive the late penalty. You are not required to disclose the specific reason. Do not ever send me documentation – ie. no doctor’s notes, photographs, or detailed descriptions, please!

 **I will not accept assignments submitted after 27 April 2022, or extend deadlines past this point.** If you still have outstanding assignments then, I recommend contacting your faculty Advising office to see if you might qualify for a deferred standing or other end-of-term academic concession. Find out more about [academic concessions on the Arts Advising website](#).

¶ **All of your work must follow the principles of academic integrity.** In short, this means:


- All assignments and discussion contributions must be your own original, independent work.
- All ideas, information, and wording/phrasing from other sources must be properly cited.
 - Any direct quotations must be in quotation marks. If there are no quotation marks, the wording must be entirely your own (not lightly paraphrased with synonyms).
 - For assignments, use Chicago-style footnotes to reference sources. When indicated in the assignment instructions, include a Chicago-style bibliography as well. For quick reference, find a course citation style guide on all Canvas assignment pages.
 - For asynchronous discussion posts, I do not require that you create actual footnotes! However, you should use quotation marks if quoting directly from a source. Please also try to give credit to your sources when relevant, even if it is in an informal way (for example, mention the author’s name if you are referencing their work).
- Why does this matter? Citation is an important component of being part of academic communities and conversations; it enables you to show (off!) your research; it gives fair credit to the people whose labour and expertise has been essential for your own work; and it hones skills, including attention to detail, that are applicable and necessary to future courses, jobs, and more. In addition, there are serious repercussions for this kind of academic


misconduct, including failing marks in the assignment and/or course, a notation on your transcript, or suspension or expulsion from the university.

What exactly is “[academic misconduct](#)”? UBC policy, explains, in part:


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. Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.”


Note 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, see “[Discipline for Academic Misconduct](#)” in the Academic Calendar and the Chapman Learning Commons guide, “[Academic Integrity](#).” If you have any questions or concerns as you work on an assignment, contact me *before* you submit it.


 **When you get an assignment back**, please take the time to read my feedback. Written assignments will be returned on Canvas with a mark, a rubric, and comments. Comments are always intended to explain the mark and to support your future work, and I expect and will look for you to try to incorporate relevant feedback in the next assignments.

 **If you have questions or concerns about my evaluation of an assignment**, make sure that you have read and reflected on the feedback first, and then set up a meeting with me. I will not re-mark revised and resubmitted assignments, but if you still have concerns about my evaluation of your assignment following a meeting, I will re-mark the original submission on your request; note, though, that the mark can go up or down (or remain the same) during this process. If I do re-mark an assignment and you still have concerns, there are university procedures for such situations. Find out more about the “[Review of Assigned Standing](#)” process in the UBC Calendar.

Other course policies & expectations

 **Get in touch!** I am here to support you. I cannot comment on draft assignments, but I am happy to answer questions, address concerns, chat about course stuff, or just say hello! Use the [Course Q&A and General Discussion Forum](#), drop into office hours, or email me directly.

 **Accommodations and accessibility.** Students with disabilities can seek academic accommodations from the Centre for Accessibility. You can find out more from UBC's "[Academic Accommodations for Students with Disabilities](#)." If you have such accommodations, please 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 access barriers as I can. You will never be asked or required to disclose to me the reasons for such concerns.


 **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 are starting. Often 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 home country or current location (see below), or that are connected to personal trauma. I do not want to put you at risk or do harm in this course.


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. This includes discussing substances and actions that might be illegal or otherwise regulated in Canada and/or elsewhere today. Our work also involves taking seriously the perspectives and experiences of people who have used illegal substances, and engaging with sources that depict the consumption of various drugs.

In addition, the course will include examinations of racism (multiple weeks including Weeks 2, 3, 10, and 11), police violence (multiple weeks including Weeks 2, 3, 9, 11, and 12), fatphobia and diet culture (Week 8), contraception and abortion (Week 8), medicalization, psychiatric institutionalization, disability, and ableism (Weeks 7 and 8), state apprehension of children (Week 11), and activism focused on harm reduction, legalization, and/or decriminalization of drugs (multiple weeks including Weeks 9 and 12). In each module, I will endeavour to indicate clearly the specific content and key topics of our work that week.


If you are not able to participate in a particular discussion or you have concerns about accessing or engaging in the course in another way, please be in touch with me by email or attend my office hours so that we can determine a good way forward. Note, too, that one absence will be automatically excused, no questions asked. If you are concerned about all or most of the course, I might recommend that you consider postponing or not taking it, though I am happy to speak with you if you need more information to make this decision. You will never be required to disclose to me the reasons for any such concerns. Regardless of your current situation, please also be mindful that this can be sensitive material and such topics might result in repercussions for other members of the class community. With this in mind, look out for and respect each other's boundaries, privacy, and safety as well as your own.

UBC's official statement on this matter: “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](#).”

 **Respect privacy, safety, boundaries, and intellectual property.** Do not record or share any course materials or personal information, including your peers' names and my lecture videos, unless you have express permission to do so.

 **Contribute to a respectful, generous course community.** This is essential for our work at the best of times, but it is perhaps especially important in circumstances that are – in shared and diverse ways – particularly challenging for many of us. This is all the more important given the focus of our course. The main emphasis of our work is historical, but we are talking about issues with immediate contemporary relevance, and which can be both political and deeply personal. **Please be mindful that members of the course community will have different relationships to, experiences with, and beliefs, knowledge, and ideas about the topics and people we are discussing.** We will also be discussing historical people who experienced significant stigma, marginalization, and violence in their lifetimes; please also be mindful of their humanity and dignity, as well as that of people (including yourself!) in the present day.

Where else can you find help or support?

 See “[Where can you find help or support?](#)” on Canvas for an extensive list of UBC resources related to tech, academics, finances, health, wellbeing, and advocacy.

Quick reference – free, confidential, 24/7 support for mental health & well-being:

- [Crisis Centre of BC](#): off-campus, phone and chat in BC (over 140 languages). If you or someone you know is having thoughts of suicide, call **1-800-784-2433 (1-800-SUICIDE)**.
- [UBC Student Assistance Program \(SAP\)](#): supports for mental, emotional, physical, and financial health via phone, video, face-to-face, and instant messaging/chat (multiple languages). By phone toll-free **1 833 590 1328** (North America) or collect **1 604 757 9734** (outside North America).
- [Here2Talk](#): single-session counselling support and community referrals via app, phone, and web from anywhere in the world.
- 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 in 2020.

UBC's official statement on this: 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.](#)"

Note: I also participate in the [Early Alert Program](#), which helps to connect you with relevant resources and supports in a timely way if you run into difficulties. If I have concerns about your academic progress or well-being, I might identify them through Early Alert as well as contacting you. This does not affect your academic record! Only specialized UBC advisors are able to access its information, and then only for the purpose of offering you assistance as soon as possible.



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.](#)