

History of Drugs in Canada

Topics in Canadian History

HIST 420D

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University of British Columbia
Winter 2022-23, Term 2 (multi-access)

Course home: [Canvas](#)

Lectures. Either in-person: Thursdays 2:00-3:20pm, BUCH B303. Recorded.
Or online (asynchronous): lecture recording available on Canvas after class has finished.

Discussions. Either in-person: Thursdays ~3:30-4:50pm, BUCH B303. Not recorded.
Or online (asynchronous): Canvas discussions, post by 11:59pm on Sundays & Wednesdays.




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

The Point Grey campus of UBC Vancouver is located on the traditional, ancestral, unceded, and occupied territory of the *hən̓q̓əmin̓əm̓*-speaking [x̣ʷməθkʷəy̓əm \(Musqueam\) People](#). *x̣ʷməθkʷəy̓əm* have lived here since time immemorial – the beginning of people, history, and memory; for millennia – and have never sold, surrendered, or otherwise relinquished these lands despite historical and ongoing colonial occupation. I encourage you to learn more directly from [x̣ʷməθkʷəy̓əm](#) 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

 The following information is also available on the [Course overview page](#) 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 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 substances – such as alcohol, opioids, tobacco, cannabis, and pharmaceuticals – offers a revealing lens onto Canada, both past and present. Through lectures, films, podcasts, readings, 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. Key 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 substance use; 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, delivered, & accessed?

Unit structure. HIST 420D is organized into three four-week units, plus the introductory week and midterm break. Moving chronologically from the mid-nineteenth to the early twenty-first century, each unit focuses on themes that especially characterized the period, while also considering some connections among them.

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	6-10	~1940s-1970s	Ideas, experiences & impact of medicalization in a high modern Canada; hippie culture & politics; reconfigured debates about use, addiction, policing & legalization.
III	11-14	~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 key themes. We will discuss some drugs just once during the term; others come up multiple times so that we can consider continuities and changes over time. This design reflects the strengths of the existing scholarship, as well as my effort to balance depth and breadth in the topics we examine.

Mode of delivery. This is a multi-access course. You can choose to attend classes in person *or* engage with the coursework online (asynchronous) *or* a combination of the two. You do not need to do anything special to declare your choice; simply either attend the class in person or complete the online option as instructed on Canvas. You can switch between the options depending on what is best for your circumstances throughout the term.

Weekly schedule. The regular coursework involves three components organized on the same schedule each week:

- **Assigned preparation** (readings, short videos, podcast episodes, etc). Everyone: do this work on your own time prior to engaging in discussion.
- **Lecture** (sometimes includes films). Option: in-person or recording on Canvas. Complete either option prior to engaging in discussion.
- **Discussion** (based on lecture and assigned preparation for the week). Option: in-person or asynchronous Canvas discussion forum. Complete either option.

In practice, you have three options for how and when to do this work:

→ 1. In-person lecture and in-person discussion

Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.
- Complete assigned preparation by 2pm. - Attend lecture starting at 2pm. - Participate in discussion starting around 3:30pm. - Check for assignment deadlines (11:59pm).			- Next week's module available by end of day at latest.			

→ 2. Online (asynchronous) lecture and online (asynchronous) discussion

Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.
- Lecture recording available in Canvas module after in-person class has finished. - Check for assignment deadlines (11:59pm).			- Complete assigned preparation & watch lecture recording by 11:59pm. - Join a discussion group and post at least once by 11:59pm. - Next module available.			- Complete all discussion posts by 11:59pm.

→ 3. In-person lecture and online (asynchronous) discussion

Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.
- Attend lecture starting at 2pm. - Check for assignment deadlines (11:59pm).			- Complete assigned preparation by 11:59pm. - Join a discussion group and post at least once by 11:59pm. - Next module available.			- Complete all discussion posts by 11:59pm.

(Because you need to have engaged with the lecture prior to discussion, it will not be possible to watch the asynchronous lecture recording and then participate in the in-person discussion.)


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 examples and make connections across the course to:
 - a. Identify and explain the significance of key events or topics.
 - 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 in the Canadian context.
 - c. Compare, contrast, and analyze the meanings or treatment of different drugs, and the people who have used them, in specific 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, you should be able to:
 - a. Summarize, discuss, analyze, and synthesize 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 research and 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. Find these materials linked in the weekly modules, or any time through the Library Online Course Reserves on Canvas. If you are unable to access an assigned source, please email me.

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

🖥️ **A computer or other device & internet access!** Whether you choose to attend in-person classes or engage online, everyone will use the Canvas site to find information about the course, submit assignments, and access the weekly assigned preparation. In addition, if you choose the online option for lectures and/or discussions, you will need a device with internet access to complete this work. I also hold office hours and other meetings on Zoom. UBC has wifi. There are also several options for using and/or borrowing computers, including:

- Accessing a [computer at a public workstation in the UBC Library](#).
- Borrowing a [laptop \(or other technology\) from the UBC Library](#).
- Accessing a computer in Arts drop-in lab (Buchanan B101).

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

🔍 If you would like to find out more about me, see the [Instructor page](#) on Canvas.

Instructor: Dr. Laura Ishiguro (she/her/hers). Please call me either Laura, or Dr. Ishiguro, or Professor Ishiguro – your choice among the three.

How can you contact me?

- **For one-on-one conversation**, 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 regular office hours operate on a drop-in basis – first come, first served. You will enter in a waiting room; when I am available, 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 office hours, email me to arrange a time that works for both of us. We will meet in the same Zoom office linked above.
 - All of my meetings will be held on Zoom. I do not hold in-person meetings.
- **To email me**, use Laura.Ishiguro@ubc.ca. (I do not use the Canvas inbox! Please do not send me messages via Canvas! Please use this email address instead!) I aim to answer student emails within 48 hours on weekdays. Email is excellent for setting up meetings outside of my regular office hours; for [requesting extensions or other accommodations](#); and for asking questions with straightforward answers. If your query requires more substantial discussion or conversation, I will ask to set up a meeting instead.

How will I contact you? When I need to communicate with the class outside of the regular weekly modules or recorded in-person classes, I will use the following methods:

- To the class as a whole: [Canvas Announcements](#). To receive email notifications about new announcements, adjust your Canvas settings (Account → Notifications).
- To individual people in the class: 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

🔍 This is an overview for reference, also available on the [Course Schedule page](#) on Canvas.






Week 1 (12-18 January) – Introductions

- ☐ **Get started in the course with the first class!** → **Your choice – either:**
 - **1** **In-person.** Attend class, Thursday 12 January, 2pm, BUCH B303 [or](#)






-  **Asynchronous.** Watch the recorded class, posted to the Week 1 module on Canvas after class has finished.
-  **Asynchronous.** Please complete the initial survey for the instructor and post an introduction on the discussion forum (Week 1 module). Neither is graded, but both are strongly encouraged!

UNIT I: ~1867-1940s


Week 2 (19-25 January) – Alcohol





- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Read: Richard Manning, “Undercover Investigation, Liquor Laws, and ‘Disreputable’ Detectives in Late Nineteenth-Century Canada,” *Canadian Historical Review* (e20220006, advance access 14 November 2022): 23 pages.
 - Watch: John Kerr (dir.), [Secret Alberta: Prohibition](#) (Storyhive, 2017). YouTube (13 mins 24 seconds, auto-captions available).
- **Lecture.** Canada dry? Drinking, debating, & imagining a nation. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 19 January, 2-3:20pm, BUCH B303 or
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 19 January, ~3:30-4:50pm, BUCH B303 or
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.

Week 3 (26 January-1 February) – Opium






- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Read: Dan Malleck, “Medicating Canada before Regulation,” ch. 1 in *When Good Drugs Go Bad: Opium, Medicine, and the Origins of Canada’s Drug Laws* (Vancouver: UBC Press, 2015), 13-28.
 - 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.
- **Lecture.** Opium, gender, race, & law in the making of Canada. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 26 January, 2-3:20pm, BUCH B303 or
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 26 January, ~3:30-4:50pm, BUCH B303 or
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.

Week 4 (2-8 February) – Cannabis

- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Read: Catherine Carstairs, “[How Pot-Smoking Became Illegal in Canada](#),” *The Conversation* (15 Mach 2018).




- Read: “Marijuana Considered Most Vicious Narcotic,” *Globe and Mail* (9 February 1938), 17.
- **Mini-lecture & film.** Cannabis & moral panic in the interwar years. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 2 February, 2-3:20pm, BUCH B303 [or](#)
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. The film – Louis J. Gasnier (dir.), *Tell Your Children* (G&H, 1936; 68 minutes 18 seconds; auto-captions available) – is accessible on YouTube. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 2 February, ~3:30-4:50pm, BUCH B303 [or](#)
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.
- **Deadline!** The project proposal is due on Canvas by 11:59pm on Thursday 2 February.

Week 5 (9-15 February) – Tobacco, unit synthesis, & assignment check-in
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- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - 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.
 - Read: Niigaan Sinclair, “Tobacco Powerful Symbol of Time, Commitment, Sacrifice,” *Winnipeg Free Press* (14 June 2019).
- **Lecture.** Multiple histories of tobacco, synthesizing the unit, & preparing for ETC papers. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 9 February, 2-3:20pm, BUCH B303 [or](#)
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 9 February, ~3:30-4:50pm, BUCH B303 [or](#)
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.

UNIT II: ~1940s-1970s

Week 6 (16-22 February) – Alcohol & LSD
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- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - 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.
- **Lecture & film.** Medicine & the psychedelic – new theories of addiction, treatment & institutionalization in postwar Canada. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 16 February, 2-3:20pm, BUCH B303 [or](#)
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. The film – Stanley Jackson (dir.), *Profile of a Problem Drinker* (National Film Board of






Canada, 1957; 29 minutes; no captions currently available) – is accessible via the [NFB site](#) or [UBC Library](#). Complete prior to participating in discussion.

- ❑ **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 16 February, ~3:30-4:50pm, BUCH B303 **or**
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.
- ❑ **Deadline! ETC #1 is due on Canvas by 11:59pm on Thursday 16 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 (23 February-1 March) – Midterm break





- ❑ **UBC's midterm break is scheduled from 20-24 February.** There will be no class on 23 February. If you choose asynchronous discussion for Week 6, you should complete those posts, but there will be no new Canvas module, assigned preparation, or discussion for Week 7. My regular office hour is also cancelled on 23 February; I will be available by email.

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






- ❑ **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - 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 *Ubyssy* report on the availability, use, and/or impact of oral contraception (ie. birth control pills) at UBC? Using the [Ubyssy archive](#) in UBC Open Collections, find one article from the 1960s that addresses this question.
- ❑ **Lecture.** Medicalization, pharmaceuticals, & the high modern body – diet culture, contraception, pregnancy, & disability in the 1960s. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 2 March, 2-3:20pm, BUCH B303 **or**
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion.
- ❑ **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 2 March, ~3:30-4:50pm, BUCH B303 **or**
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.
- ❑ **Deadline reminder!** The project check-in opens by 2pm on 2 March. It can be completed any time between then and 11:59pm on Thursday 16 March. I will mark them on a rolling basis; I encourage you to complete it sooner so that you can get feedback sooner.

Week 9 (9-15 March) – Cannabis

- ❑ **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion. Sources describe or depict police violence.
 - Read: Michael Boudreau, “[I am totally shocked that something of this sort could happen in Canada: Vancouver's Gastown Riot Fifty Years Later](#),” *Active History* (21 May 2021).



- Watch: 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 minute 45 seconds; no captions currently available).
- Watch: 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 captions currently available).
- **Lecture.** The contested politics of pot, 1960s-1970s. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 9 March, 2-3:20pm, BUCH B303 **or**
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 9 March, ~3:30-4:50pm, BUCH B303 **or**
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.
- **Deadline reminder!** The project check-in is now open. It must be completed by 11:59pm on Thursday 16 March, but I encourage you to complete it sooner to get feedback sooner.




Week 10 (16-22 March) – Tobacco, unit synthesis, & assignment check-in

- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Read: Daniel J. Robinson, “[How Big Tobacco Set the Stage for Fake News](#),” *Walrus* (31 May 2021).
 - Watch: Grant Munro and Don Arioli, “[Ashes of Doom](#)” (Department of National Health and Welfare, 1970). Available through the National Film Board of Canada; no captions currently available; 2 minutes 9 seconds.
- **Lecture.** Changing ideas on tobacco, & unit and assignment check-in. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 16 March, 2-3:20pm, BUCH B303 **or**
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 16 March, ~3:30-4:50pm, BUCH B303 **or**
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.
- **Deadline!** The project check-in is due on Canvas by 11:59pm on Thursday 16 March.

UNIT III: ~1980s-2000s






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

- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Read: Steven J. Jackson and Pam Ponc, “Pride and Prejudice: Reflecting on Sport Heroes, National Identity, and Crisis in Canada,” *Sport in Society* 4, 2 (2001): 43-62.
 - Watch: “[Children react to Ben Johnson debacle](#)” (1988). Available through the CBC Archives; no captions currently available; 1 minute 29 seconds.
- **Film.** Comedy, sports, & a “crisis” of Canadian identity in the 1980s. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 23 March, *2-3:20pm, BUCH B303 **or**


-  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week's Canvas module. The film – Rick Moranis and Dave Thomas (dir.), *Strange Brew* (MGM, 1983) (91 minutes, English captions and French subtitles available) – is accessible through the UBC Library. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 23 March, *~3:30-4:50pm, BUCH B303 **or**
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.
- **Deadline! ETC #2 is due on Canvas by 11:59pm on Thursday 23 March.** Remember that there are three of these papers, and you should submit any two of them.



**Note.* In the interests of time, I plan to start the film several minutes in, as the opening sequence is not required for the purposes of our course. However, it is likely that the “lecture” portion of class time will run past 3:20pm this week due to the length of the film and the need for introductory comments from me, in which case we will have a shorter discussion (in-person and online).

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



- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - 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 (ʔəms taʔaw) from the Life of a Sliammon Elder*, Elsie Paul with Davis McKenzie, Paige Raibmon, and Harmony Johnson (Vancouver: UBC Press, 2019).
- **Lecture & film.** Prohibition & the war on (whose/which) drugs in the late twentieth & early twenty-first centuries. → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 30 March, 2-3:20pm, BUCH B303 **or**
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week's Canvas module. “[Motherisk: Tainted Tests & Broken Families](#),” CBC *Fifth Estate* (2017; 38 minutes 43 seconds; captions available) is accessible on YouTube. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Thursday 30 March, ~3:30-4:50pm, BUCH B303 **or**
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.

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

- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - 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.
- **Lecture.** Harm reduction, activism, & community organizing. → **Your choice – either:**


-  **In-person.** Attend class, Thursday 6 April, 2-3:20pm, BUCH B303 [or](#)
-  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion.

□ **Discussion.** → **Your choice – either:**

-  **In-person.** Attend class, Thursday 6 April, ~3:30-4:50pm, BUCH B303 [or](#)
-  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.



□ **Deadline!** The research project is due on Canvas by 11:59pm on Thursday 6 April.

Week 14 (13-19 April) – Unit conclusions & course reflections



□ **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.

- Engage with: recent media piece(s). This material will be selected closer to the time in order to account for any recent events, but it will be short. It will be listed on Canvas.

□ **Lecture.** So what? What now? Unit conclusions & course reflections. → **Your choice – either:**

-  **In-person.** Attend class, Thursday 13 April, 2-3:20pm, BUCH B303 [or](#)
-  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion.


□ **Discussion.** → **Your choice – either:**

-  **In-person.** Attend class, Thursday 13 April, ~3:30-4:50pm, BUCH B303 [or](#)
-  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Sunday; complete follow-up posts by 11:59pm on Wednesday.

Exam period

- **Deadline!** ETC #3 is due on Canvas by 11:59pm on Thursday 20 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?

 This is an overview for reference, also on the [Assignments Overview page](#) on Canvas. For general information on assignment expectations and policies, review the [Course FAQs & Policies page](#). To find out more about specific assignments, and to submit them, find them in [Assignments](#). We will discuss all assignments and practice related skills during the term.

Assignment	%	Due date
Weekly coursework		
Discussion engagement, participation, & contributions	15	Weeks 2-14 (except midterm break) – your choice each week: <ul style="list-style-type: none"> - In-person, Thursday classes (~3:30-4:50) OR - Asynchronous, post in Canvas discussions as instructed by 11:59pm Sundays & Wednesdays.
Examining the Course papers		
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"> - Thursday 16 February (Week 6) - Thursday 23 March (Week 11) - Thursday 20 April (Exam period)

Research project		
Research proposal	5	11:59pm on Thursday 2 February (Week 4)
Project check-in	5	Your choice between 2pm on 2 March & 11:59pm on 16 March (Weeks 8-10)
Research project	30	11:59pm on Thursday 6 April (Week 13)

DISCUSSION ENGAGEMENT, PARTICIPATION, & CONTRIBUTIONS

15% will be assessed based on your engagement and participation in weekly discussion and, through this, your contributions to our collective learning. The discussion will be based on the week’s lecture and assigned preparation; you are expected to have engaged with both prior to participating.

There are two ways to participate each week: in-person and asynchronous online. Each week, choose one. You do not need to choose the same option each time; feel free to do what is best for your circumstances from week to week.

In-person discussion:

- Thursdays, BUCH B303, approximately 3:30-4:50pm (following the in-person lecture and a break). The discussion portion of the in-person class will not be recorded.
- To choose this option, show up for the in-person class and participate as instructed.

Asynchronous online discussion:

- Each weekly module will contain a Canvas discussion forum. It will open by 2pm on Thursday.
- To choose this option, follow the instructions to join a group and post at least once by 11:59pm on Sunday. Then, by 11:59pm on Wednesday, follow the instructions to complete follow-up posts in your group’s discussion. The forum will automatically close at the end of Wednesday, so posts cannot be made after that point.
- Although asynchronous discussion and in-class participation can be very different, plan to spend approximately the same amount of time (ie. ~75-80 minutes per week). For the online option, this time includes thinking about the discussion prompt in relation to the lecture and assigned preparation, considering and writing your own contributions, and reading and engaging with others’ contributions over multiple short visits. Each discussion will include specific instructions, but typically your initial post will be approximately a paragraph, and then you will make several follow-up responses (varied length) that respond to and build on your peers’ ideas.

Assessment: This will be evaluated based on adherence to instructions (~40%), demonstrated preparation, knowledge, understanding, and engagement with course materials (~20%), respectful treatment of others and their ideas (~20%), and quality of contributions (~20%). By the latter, I mean 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. See the rubric on Canvas for more detail. *Learning objectives 1-3*

At the end of the term, I will automatically drop the lowest week’s mark – the first absence/non-completion (excused or unexcused) or, if you did not miss any discussions, then the lowest mark. If you need to miss more than one week, review and follow [the absence/non-participation policy](#).

At the end of the term, you will also have an opportunity to complete an optional self-evaluation of your engagement, participation, and contributions, which might also be factored into the mark. See Canvas for more information.

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.

EXAMINING THE COURSE PAPERS (ANY 2 OF 3)

There is one “Examining the Course” paper for each of the three units in this course. You will complete any two of them. For each of the two that you write, you will choose one of the unit’s questions, then develop and support a response to it using relevant course materials from that unit (eg. lectures, films, assigned preparation, and/or discussion). You should only use course materials; outside research will not be counted or rewarded in the assessment. Each paper should be approximately 4-5 pages (double-spaced, including footnotes). No bibliography is required. Find the specific questions and more information on each Assignment page – [Unit I](#), [Unit II](#), and [Unit III](#).

Deadlines: ETC papers are due on Canvas by 11:59pm on their respective deadlines: any two of 16 February (Unit I), 23 March (Unit II), and 20 April (Unit III).

**Note.* I strongly recommend that you complete the Unit I paper, if at all possible, as it will get you feedback earlier and make a substantial difference in your end-of-term workload. However, you are welcome to choose whichever two work best for your own schedule and other considerations. You do not need to do anything special to declare which two you will complete; simply complete and submit them by their respective deadlines.

Assessment: These will be evaluated based on demonstrated knowledge, understanding, and synthesis of unit work (~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). I will only mark your first two ETC submissions. (In other words, don’t do all three!) I will mark all ETC papers out of 20. At the end of term, I will then re-weight your paper with the higher mark to be out of 25. *Learning objectives 1-3*

RESEARCH PROJECT (PROPOSAL, CHECK-IN, & PROJECT)

The research project is an opportunity to build on course learning by conducting independent research on a topic related to the history of drugs in Canada, and communicating your research and analysis in a medium/genre of your choosing. The topic should be either one that we will not otherwise explore in the course but is still feasible to research with existing, accessible sources (including History scholarship), or an elaboration on something we will explore in the course (involving independent research beyond course materials). This work will be assessed in three stages: 5% for a proposal, 5% for a check-in, and 30% for the final project.

Research proposal

This small assignment is designed to get you started and to get you helpful feedback early in the research process. The proposal will be approximately 2 pages of writing (double-spaced, including footnotes as needed) plus a bibliography (on a final separate page, not included in the two pages of writing). See the Canvas assignment page for a detailed explanation of the required components, plus a list of suggested topics and media/genres.

Deadline: The proposal is due on Canvas by 11:59pm on Thursday 2 February.

Assessment: The proposal will be evaluated on a simple scale of 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. I expect that you will incorporate the feedback as appropriate, and this will form part of the assessment of the final project! *Learning objectives 1-3*

Project check-in

Following the proposal, you will complete a short project check-in in the first half of March. This is designed to encourage and guide your research, ensure that the expectations are set and clear for your chosen genre/medium, and get you another round of feedback before you complete the final product.

The check-in will take the form of a Canvas quiz. (This is simply the name of the tool I am using, but it is more of an update/check-in than a quiz or test.) In general, questions will ask you to:

- Explain what you have done since submitting the proposal and note how you have incorporated or responded to proposal feedback as relevant.
- Confirm the specific expectations for your chosen medium/genre (eg. planned length and system of giving credit to sources) and check other general requirements for the project.
- Identify something that you have learned from your research so far.
- Indicate your plan for and/or any questions that you have about the remaining work.

Deadline: Your choice within a two-week period. The check-in quiz will open by 2pm on Thursday 2 March. It must be completed by 11:59pm on Thursday 16 March.

Assessment: I will evaluate each response on a simple 100%, 50%, or 0% scale on the the basis of completion and adherence to instructions (~50%); demonstrated evidence of some project work and engagement with proposal feedback as appropriate (~50); and adherence to principles of academic integrity (required to pass). See Canvas for more. In addition to the mark, I will provide a brief comment to affirm or guide your remaining work on the project.

The quiz will not be marked automatically and you should not expect comments immediately, but given the potential importance of timely feedback, I will mark these on a rolling basis over the course of the two week period, and return my comments to each person as soon as I can, rather than waiting to return everyone's at the same time. This means that, if you complete it earlier, you will get feedback earlier. I will try to provide useful feedback on late submissions (excused or unexcused) if I can, but it might be very brief and I cannot guarantee its timing. As with the proposal, I expect that you will incorporate the feedback as appropriate, and this will form part of the assessment of the final project! *Learning objectives 1-2*

Research project

The final project itself will take the form of either:

- An academic essay (approximately 8-10 double-spaced pages, including footnotes) plus a bibliography and a 2-page reflection (neither of which is included in the 8-10 pages) or
- Another medium/genre (approximate equivalent in work to an 8- to 10-page essay, defined in consultation with me) plus a bibliography and a two-page reflection (neither of which is included in the approximate equivalency to the 8-10-page essay).

Deadline: The project is due on Canvas by 11:59pm on Thursday 6 April.

Assessment: This will be evaluated based on quality of historical argument and analysis (~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 earlier feedback will be factored into each category as relevant. *Learning objectives 1-3*

COURSE GRADING SCALE

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

Course policies

 The following section outlines the main course policies. For these *and* answers to other frequently asked questions, see the [Course FAQs & Policies page](#) on Canvas.

CONSIDERATIONS RELATED TO COVID-19, OTHER ILLNESSES, & OTHER EMERGENCIES

- **General principles to guide us.** Members of the course community – 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. This can impact our ability to work and learn. You can judge your own risk and risk tolerance, but you can't decide others' for them. With this in mind, I ask and expect that we all approach this course through the principles of collective care and responsibility. When in doubt, choose the more cautious option.
- **Do not attend any in-person class if you are sick or maybe-sick.** Even if you feel able to attend class, it is a risk to other people's learning and health. As part of your decision, please complete a [self-assessment for COVID-19 symptoms](#), as well as considering your situation more generally. There are always online alternatives and an absence policy if you are too sick to work.
- **Masks.** As of the start of term, masks are not required in UBC indoor spaces. However, you are strongly encouraged wear one in class if you are able to do so. At this time, I intend to remain masked in class; I plan to use auto-captioning (on slides and in recordings) while lecturing.
- **Public health orders and university requirements.** In general, you are required to follow all related public health orders and university policies. These might change throughout the term. Monitor your email account for updates from UBC, and Canvas for announcements from me.
- **Possible changes to the course syllabus.** I will try to avoid or minimize revising the syllabus, but if required by circumstances, I will communicate with you about any such changes in accordance with [UBC Senate Policy V-130, Section 9](#).
- **Possible cancelled classes.** If I am sick (or maybe-sick) on a Thursday, I will cancel the in-person class. I will make every reasonable attempt to let you know about any such cancellation and alternative plans as soon as possible using the Announcements feature on Canvas. I recommend adjusting your Canvas settings to email you any new Announcements (Account -> Notifications). If I have to cancel a class, one of two things will happen:
 - If I am well enough to teach but am taking precautions to avoid infecting others, I will hold a synchronous class 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. There will be an asynchronous option (Zoom recording) as usual.

- If I am not well enough to teach, I will cancel the class altogether. In this case, my Canvas announcement will explain whether there is an asynchronous alternative for the week and/or whether there are other class schedule adjustments as a result.

ACCOMMODATIONS & ACCESS

- **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 with me, drop into my office hours, or email me so we can discuss possible strategies or adjustments. 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 any such points, or to share related documentation with me.

ABSENCES, EXTENSIONS, & LATE ASSIGNMENTS

Note! Do not send me detailed descriptions of illness/injury or supporting documentation (eg. doctor's notes, photographs, death certificates, etc.) if you contact me about absences, extensions, or late assignments. It is a violation of your privacy, it is not required, I do not want to receive this, and it does not impact whether I grant extensions/excuse absences or late work!

Missed attendance/participation

I do not take attendance in in-person lectures or track your online engagement with the recordings. This work is essential for discussions and assignments, and therefore will be assessed in other ways.

Missed discussions (in-person absences/no asynchronous posts) will be addressed as follows:

- I will drop one week's participation mark at the end of term. This will be your first absence (for any reason, whether you contacted me or not) or your lowest week's mark (if no absences). I will do this automatically – no questions asked, no need to contact me.
- If you are unable to engage in discussion for additional week(s) due to reasons that qualify for excused absences (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in [UBC policy](#)), email to tell me that it was due to a reason that qualifies for an excused absence. You do not need to specify the reason or provide documentation. I will excuse the absence as well as check in about ways to support you in the course as appropriate.
- If you miss a discussion and you do not let me know that it was due to a reason qualifying for an excused absence, a zero will be recorded for that week's participation. If you only miss one week, that zero will be dropped at the end of term. If you miss more than one week, second and subsequent zeros will be factored into your participation grade.
- If you are participating in an asynchronous discussion, a late initial post is allowed, but might be penalized (see "Adherence to instructions" in the rubric). The discussion will automatically close after 11:59pm on Wednesdays, and posts will not be possible after that point.

Assignment extensions or late submissions

- Unexcused late submissions will be penalized at a rate of 5% per day including weekends.
- Excused late submissions will not be penalized. This happens in either of two circumstances:
 - **If you contact me by email at least 24 hours before the deadline to request an extension.** You can do this for any reason, and you do not need to tell me a reason at all. Simply request an extension *and* specify your preferred new deadline. If you do so at

- least 24 hours ahead of a deadline, I will always grant an extension; I will usually be able to accommodate your specific preference for a new deadline, but I will let you know if this is not possible. When we agree on a specific extension, that will be your new deadline. If you then submit the assignment by the agreed-upon time, there will be no late penalty. If you miss the extended deadline, I will begin to apply the late penalty (5% per day) from that point. You are allowed to request multiple extensions during the term.
- **If you submit an assignment late without letting me know at least 24 hours ahead, but you then email me to let me know that the late submission was due to a reason that qualifies for academic concession** (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in [UBC policy](#)). In such circumstances, please email as soon as possible, and simply tell me that your assignment was/will be late due to a reason that qualifies for concession. You do not need to specify the reason or provide documentation. I will waive the late penalty in this circumstance, as well as check in about ways to support you in the course as appropriate.
 - Assignments that are submitted ten or more days after the initial deadline during term or within the final week of the exam period (with or without an extension) will be accepted and marked, but might receive little or no written feedback depending on workload considerations.
 - I will not extend deadlines beyond or accept assignments submitted after 28 April 2023. If you still have outstanding assignments at that point, I will recommend speaking to an Advisor in your faculty to see if you might qualify for a deferred standing in the course. The Arts Advising website has a useful [summary of academic concessions](#).

ASSIGNMENT SUPPORT, MARKING, FEEDBACK, & CONCERNS

- **If you want support with assignments, please reach out!** I cannot provide detailed feedback or provisional marks on drafts, but I am happy to answer questions, address concerns, or otherwise provide support or discuss the course with you. Email me (Laura.Ishiguro@ubc.ca). Check for answers on the [Course FAQs & Policies page](#) on Canvas. Drop into my regular office hours or email so we can arrange a meeting time that works for both of us.
- **When you get an assignment back, please take the time to read the feedback.** I return all assignments on Canvas with a percentage mark, a rubric (if there is one), and (unless the assignment is submitted more than ten days after the initial deadline or in the final week of the exam period) a comment that is intended to explain the mark and support your future work. I expect – and will look for – you to try to incorporate feedback into future assignments as relevant and appropriate.
- **If you have questions or concerns about the evaluation of an assignment, make sure that you have read and reflected on the feedback first, and then set up a time to speak 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, then there are university procedures in place for reviewing your assigned standing. You can find out more about the [“Review of Assigned Standing”](#) process in the UBC Calendar.

ACADEMIC HONESTY & INTEGRITY

This course is rooted in the principles of academic integrity and honesty. In its simplest form, this means that you are, as [UBC policy puts it](#), “expected to behave as honest and responsible members of an academic community.” This is an important component of being part of a community; 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 builds and demonstrates skills, including attention to detail, that are applicable and necessary to future courses, jobs, and more.

So, what is academic honesty? It includes submitting assignments that are your own original and independent work, and that always give appropriate credit to all sources that you used.

- All ideas, information, and wording or phrasing from other sources must be cited using Chicago-style footnotes and, when indicated in the assignment instructions, a bibliography.
- Any direct quotations must be in quotation marks; if there are no quotation marks, your phrasing must be entirely different (not lightly paraphrased with synonyms) from the original.
- I know this can be stressful, but you can find a summary guide to citation on the [Course FAQs & Policies page](#) and all relevant Assignment pages on Canvas, and I am also happy to help.
- You are not permitted to use AI tools (eg. Chat GPT, online paraphrasing tools, etc.) to write discussion posts or assignments. This will constitute cheating in this course. If I am concerned that work submitted in your name might have been produced by A.I or by someone else, I might require a meeting to discuss it prior to assessing the assignment.

Put another way, what is academic misconduct? [UBC policy](#) notes that 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.”

There are serious repercussions for academic misconduct, including a zero on the assignment, failure of the course, a notation on your transcript, and/or suspension or expulsion. 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, read “[Discipline for Academic Misconduct](#)” in UBC’s Calendar and the Chapman Learning Commons guide, “[Academic Integrity](#).” If you have any questions or concerns as you work on an assignment, please contact me *before* you submit it.

SAFETY, RISK, PRIVACY, COLLECTIVE CARE, & RESPECT

Do not record or share any course materials or personal information outside of the course unless you have express permission to do so. This includes your peers’ names, lecture recordings, my teaching materials and assignments, and other content. This is essential for respecting copyright law, intellectual property, and everyone’s safety and privacy.

Do respect others' boundaries and positions. In general, I ask and expect that we work to create a respectful community where we can all learn and contribute. This includes being patient and generous (with ourselves and others), listening actively and engaging with each other in good faith, and recognizing that we are working from different positions and backgrounds. There is never space for malicious behaviour, provocation, or discrimination. This is all the more important given the specific 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 be mindful of their humanity and dignity, as well as that of people (including yourself!) in the present day.

Do respect your own boundaries and position, and do not put yourself at risk. I want you to challenge yourself to learn from wherever you start. Often this can be difficult. However, it does not necessarily mean risky! I do not want to put you in danger or do harm in this course. It is possible that topics will arise that are censored, monitored, or illegal in your home country or current location, and/or that are connected to personal trauma. With this in mind, please note:

- **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 or represent addiction in a range of ways.
- In addition, the course will include examinations of racism (multiple weeks including Weeks 2, 3, 4, 11, and 12), police violence (multiple weeks including Weeks 2, 3, 9, 12, and 13), fatphobia and diet culture (Week 8), contraception and abortion (Week 8), medicalization, psychiatric institutionalization, disability, and ableism (Weeks 6 and 8), state apprehension of children (Week 12), and activism focused on harm reduction, legalization, and decriminalization of drugs (multiple weeks including Weeks 9 and 13). You will also work with sources that reflect ideas, attitudes, and language of their particular context (eg. place, time, perspective of production). Often, these will have done harm and/or might not be considered acceptable today. In each module, I will endeavour to indicate the specific topics of our work, though I can't guarantee that I will catch everything and I can't tell you what you will find in your project research.
- If you are not able to participate in a particular discussion, remember that one absence/non-participation will be automatically excused, no questions asked. If you have concerns about engaging in the course in another way, please contact me so that we can determine a good way forward. You will never be required to disclose to me the reasons for any such concerns.
- Your work is not assessed on personal politics or beliefs; review assignment rubrics for more.

→ *UBC's statement:* "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](#)."

Where can you find more help or support?

Don't suffer in silence! Please get in touch with me if you have any questions or concerns, if you want to check in, or if you just want to say hi! There is also a student-only "[Open discussion space](#)" on Canvas.

I also participate in the [Early Alert Program](#), which can help 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.

🔍 For help and support beyond the course, see Canvas for an [extensive list of resources](#). (These range widely from "how do I use Canvas" to "where can I find fentanyl test strips or free menstrual products on campus" to "where can I borrow laptop chargers" to "how can I access emergency food supplies," to "where can international students find support," and much more.)

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.

→ *UBC's statement*: 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 information about accessing support are available from the UBC Senate, "[Policies and Resources to Support Student Success](#)."



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