

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Kingsborough Community College
Course Number	HS-4000
Course Title	Drugs: The Individual and Society
Department(s)	HPER
Discipline	Health
Subject Area	Drugs
Credits	3
Contact Hours	3
Pre-requisites	
Catalogue Description	Provides students with an opportunity to gain a deeper perspective into the psychology of the dependent personality, reasons for drug use, misuse, abuse, and possible solutions.
Syllabus	Syllabus must be included with submission, 5 pages max
Waivers for 4-credit Math and Science Courses	
All Common Core courses must be 3 credits and 3 hours.	
Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.	<input type="checkbox"/> Waiver requested
If you would like to request a waiver please check here:	
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

<p>C. Life and Physical Sciences: Three credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. Use the tools of a scientific discipline to carry out collaborative laboratory investigations. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
<p>II. Flexible Core (18 credits)</p> <p>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p>	
<p>A. World Cultures and Global Issues</p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view. Evaluate evidence and arguments critically or analytically. Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. Analyze the historical development of one or more non-U.S. societies. Analyze the significance of one or more major movements that have shaped the world's societies. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
<p>B. U.S. Experience in its Diversity</p>	

<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. • Evaluate evidence and arguments critically or analytically. • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. • Analyze and explain one or more major themes of U.S. history from more than one informed perspective. • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. • Explain and evaluate the role of the United States in international relations. • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
<p>C. Creative Expression</p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. • Evaluate evidence and arguments critically or analytically. • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. • Demonstrate knowledge of the skills involved in the creative process. • Use appropriate technologies to conduct research and to communicate.
<p>D. Individual and Society</p>	

<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	<p>Students will learn how history affects the perception of drugs in the United States and the world. Students will interpret and evaluate the historical overview of drug use in ancient and modern times. Topics covered include opium use in ancient Egypt, Greece, and Rome as well as the war between China and British governments. Alcohol and tobacco use effects will be studied during the Colonial times. Students will learn about morphine abuse in the United States in the 19th century and mind-altering drugs in the 1950's and later. Students will gather, interpret, and assess data on drugs and discuss the legalization of drugs in this country and globally. Students will assess and evaluate the positive and negative effects of drug use on the individual and society.</p>	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
<p>Students will be asked to analyze individual motivations in terms of drug use in society. Psychological and physical reasons for drug use will be discussed in terms of the individual and society. Students will analyze and discuss experimental, occasional, and chronic use of drugs. Students will analyze positive reinforcement and differences between drug addiction and dependency. Students will assess personality, reinforcement, biological and social theories of drug addiction including tobacco and alcohol. Students will study the mass media effects such as movies and advertisements in promotion of drug use. In their essays and papers, students are expected to choose a position on the legalization of drugs.</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically. 	
<p>Students will be required to write two essays on specific topics covered in class. Additionally, students will select a topic of interest for a formal paper which will require research. There will be 5 one-page journals or responses to significant topics that will be discussed on blackboard. This will engage students in discussions and critical thinking. Additionally, students will share their knowledge and have opportunities to confirm or change their views and values on drug use in society.</p>	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions. 	
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>		
<p>Students will learn about the historical perspective of drug use in various ancient and modern societies. Students will learn about the physical and psychological drug effects of alcohol, tobacco, marijuana, narcotics, coffee, cocaine, amphetamines, sedative-hypnotic, inhalants, and hallucinogens. Students will learn that illegal drugs have become a big business and very costly for societies to control. Students will discuss the prevalence of drugs in society, legalization of certain drugs, and criminalization versus decriminalization issues. Students will learn about the impact of drug use and abuse on the individual. Students will discuss addiction, dependency, drug testing, education and treatment programs. Learning outcomes will be assessed through essays, formal research paper, response journals, discussions, analysis and critical thinking.</p>	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. 	
<p>Students will examine the positive and negative effects of drug use on society and the individual. Students will examine and discuss the impact of drug use on family members. Students will examine the economic impact of drug use in society and the devastating effects on individuals. Students will discuss social and individual perceptions of drug use and how it</p>	<ul style="list-style-type: none"> ● Examine how an individual's place in society affects experiences, values, or choices. 	

<p>changed over the years and its effects on drug use, abuse and misuse. Through essays, formal papers, journals, research, discussions, and critical thinking, students will reflect on their values, experiences, and choices in terms of drug use and legalization. Informed students will serve the country well in terms of future local, national or global decisions being made on this topic.</p>	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises. • Articulate ethical uses of data and other information resources to respond to problems and questions. • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
<p>Local, national and global decisions have been made about the legalization of marijuana. Some states (e.g., Colorado and Washington) have legalized recreational marijuana and other states (e.g., New York) have legalized it for medicinal purposes. Some countries (e.g., Holland) have legalized recreational marijuana and other countries (e.g., Israel) legalized it for medicinal purposes. Students will be able to learn about the social and legal issues surrounding drug use and be able to make sound decisions through class discussions, readings, and assignments. Students will be able to support a position on the legalization of drugs. This course will give students an opportunity to discuss and debate the geopolitical connectedness of drug related issues.</p>	<p>E. Scientific World</p> <p>A Flexible Core course must meet the three learning outcomes in the right column.</p>
<p>A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. • Evaluate evidence and arguments critically or analytically. • Produce well-reasoned written or oral arguments using evidence to support conclusions. • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. • Articulate and evaluate the empirical evidence supporting a scientific or formal theory. • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

KINGSBOROUGH COMMUNITY COLLEGE
DRUGS: THE INDIVIDUAL AND SOCIETY
HS 4000 COURSE SYLLABUS
3 Credits, 3 Hours
Fall/Spring

COURSE PURPOSE: The purpose of the course is for students to demonstrate knowledge and understanding about the interrelationship of drugs, culture and society. Students study the historical perspective of drugs in various societies. Students learn about the physical and psychological drug effects on the individual. Students discuss and debate the legalization of drugs in our society.

COURSE DESCRIPTION: Provides students with an opportunity to gain a deeper perspective into the psychology of the dependent personality, reasons for drug use, misuse, abuse, and possible solutions.

PROPOSED TEXTBOOK: Goldberg, Raymond. Drugs Across the Spectrum. Seventh Edition, Wadsworth-Cengage Learning, 2014.

Student Learning Objectives:

1. Students will be able to identify and evaluate the historical overview of drug use in ancient and modern cultures and societies.
2. Students will be able to critically analyze the motivations of drug use and pharmaceutical effects.
3. Students will be able to compare and contrast the negative and positive effects of drug use, misuse and abuse in society, and theories of drug addiction.
4. Students will be able to analyze and evaluate socio-psychological effects of drug addiction or dependency including alcohol and smoking.
5. Students will be able to appraise the advantages and disadvantages of drug treatment modalities and drug education programs.
6. Students will be able to identify and analyze the historical legal and criminal aspects of drug use in society including the following federal laws: Harrison Narcotic Act (1914), Marijuana Tax Act (1937), Drug Abuse Control Amendments Act (1965), the Comprehensive Drug Abuse Protection and Control Act (1970), and others.

Methods of Teaching

1. Power Point Presentations and Discussions
2. Journals Online Blackboard Discussions
3. Formal and Informal Papers
4. Reading Assignments and Handouts
5. Discuss Current Newspaper Articles

Evaluation Methods

Essays	20%
5 Journals	25%
Formal Paper	25%
Final Exam	20%
Class Participation	10%

Assignments

In the two essays, students will express their views on what factors motivate individual drug use and drugs and the law, a two page requirement. They will read, discuss, and write about their views on these topics. Students will critique the two topics based on their research.

Five Journals

The journals will give students an opportunity to reflect on various topics discussed in class, one page requirement. The journals will be submitted to blackboard in the discussion session and students will have discussions about these topics. Some of the topics that will be covered are: drugs in perspective, drugs in contemporary society, various drug effects, substance abuse treatment, and drug prevention and education.

Formal Paper

Students will select a specific topic of interest and write a formal paper, at least 6 pages. They will be required to do research to support their views. This paper will have to be approved by the instructor. The outstanding papers will be presented in class.

CHAPTERS COVERED IN CLASS:

- Chapter 1 Drugs in Perspective
- Chapter 2 Drugs in Contemporary Society
- Chapter 3 Motivation for Drug Use
- Chapter 4 Drugs and the Law
- Chapter 5 Pharmacology and Physiology of Drug Use
- Chapter 6 Alcohol
- Chapter 7 Tobacco
- Chapters 8, 9, 10, 11, 12, 13, and 14- selected topics
- Chapter 15 Substance Abuse Treatment
- Chapter 16 Drug Prevention and Education

Selected Bibliography

E. Goode, *Drugs in American Society*, 7th edition. (New York: McGraw-Hill, 2007).

L.D. Johnson, P.M. O'Malley, J.G. Bachman, and J.E. Schulenberg. *Monitoring the Future, National Results on Adolescent Drug Use: Overview of Key Findings 2010*. (Bethesda, MD: National Institute on Drug Abuse, 2011).

National Drug Intelligence Center, *The Economic Impact of Illicit*

Drug Use on American Society. (Washington, DC: U.S. Department of Justice, 2011).
National Institute on Drug Abuse, Principles of Drug Abuse Treatment for Criminal
Justice Populations-A Research-Based Guide. (Bethesda, MD: National Institute on Drug
Abuse, 2012).

Office of National Drug Control Policy, National Drug Control Strategy, 2012
(Rockville, of ONDCP).

R. Goldberg, Taking Sides: Clashing Views on Controversial Issues in Drugs and
Society, 10th edition. (New York: McGraw-Hill, 2012).