

Course Instructor:

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he/him/his

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Course Info:

MWF, Period 2
8:30 AM – 9:20 AM
Anderson Hall (AND) 0019

Office Hours:

MW, 9:35 AM – 10:25 AM
Or by appointment
Turlington Hall (TUR) 4367
Zoom option:

<https://ufl.zoom.us/j/94940302738>; Meeting ID: 949 4030 2738

Quick Links:

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ENC 1145 Topics in Composition: Addiction and Drug Use in American Culture

Section 6431 / Class No. 22324 / Spring 2022

COURSE DESCRIPTION

The theme of addiction is something that we experience every day. It is increasingly rare to turn on the radio or open a social media app and not come across the issue of drug use. Similarly, media such as literature has the ability to tell the more painful stories behind the smoke rings and trippy aesthetics—the story of addiction.

In this class, we will analyze representations of drug use and addiction. The main question this course seeks to answer is, “What is the difference between addiction and drug use and how do various forms of media determine this difference for us?” In other words, “How do various media and literary texts draw the line between addiction and drug use?” We will also analyze how various representations of drug use and addiction have impacted American society from the 20th century to the present day.

In order to answer these questions, we will mostly refer to literature. Additionally, we will refer to supplementary materials such as music, social media, movies, television, and podcasts. On a regular basis, we will read scholarly research on representations of addiction and drug use to help contextualize assigned materials. We also will apply an intersectional lens in our pursuit of analyzing addiction and drug use in texts. In other words, how do race, gender, sexuality, class, ethnicity, and dis/ability complicate or shed light on our baseline discussions about addiction and drug use?

Ultimately, this course aims to help students question and analyze something that has become very normal due to its presence in our everyday lives.

Note: This course is not an anti-drug campaign, though this course will also not glamorize the use of drugs. We will simply take the role of observers and avoid discouraging or encouraging the use of drugs.

GENERAL EDUCATION OBJECTIVES

- This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- Composition courses provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

GENERAL EDUCATION LEARNING OUTCOMES

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

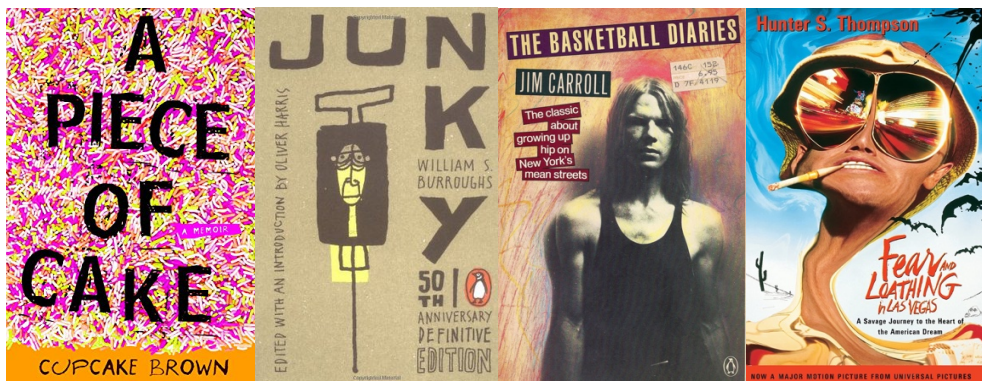
REQUIRED MATERIALS

Please purchase the following texts, preferably in print:

- William S. Burroughs, *Junky* (1953)
- Hunter S. Thompson, *Fear and Loathing in Las Vegas* (1971)
- Jim Carroll, *Basketball Diaries* (1978)
- Augusten Burroughs, *Dry* (2003)
- Cupcake Brown, *A Piece of Cake* (2005)
- Jason Myers, *Exit Here.* (2007)
- Eden Robinson, *Son of a Trickster* (2017)

All other texts on the class schedule will be made available on Canvas.

Content warning: Many of these texts and the film adaptations contain detailed and graphic drug use, blood, sexual abuse, and trauma. I will provide content warnings for each reading.



GRADE DISTRIBUTION: EVALUATION + ASSIGNMENTS

Assignments	Percentage
Participation and Attendance	25%
Activities	5%
Personal Reflection/Opinion (Essay or Creative)	10%
Close Reading Essay	20%
Lead Discussion	10%
Proposal	5%
Research Essay	25%

For each assignment a larger description will be provided on Canvas, along with a detailed rubric outlining how points will be distributed.

Participation and Attendance

250 points total; 25%

The grading for participation has three parts to it: asynchronous discussions posts, synchronous lecture attendance, and check-ins. Each part is explained below.

1. **Asynchronous discussion posts (150 points total; 15%)**

This is further broken down into two categories:

a. **Reading questions and thoughts (x5; 100 points total; 10%)**

This includes at least 2 questions about any of the week’s readings, as well as at 250 words on your thoughts. You should not spend the entire post summarizing. You can quote the text (include in-text citations) but make sure to use it as a jumping off point. Due dates for each reading are posted on the class schedule. You may choose any of the readings but may only do one post per reading. *Note:*

This can also be completed as a creative assignment. For example, a video, a Tik Tok video, a meme, etc., and explain it in relation to the week's reading in a few sentences. *Please still include 2 questions if you choose this option.*

b. **Response to peers (x5, 50 points total; 5%)**

This consists of a 100-word response to one of your peers which engages with their post. Try to expand further than solely stating that you agree. Rather, consider why you agree, or respectfully why you disagree. What does the post make you think of? These responses do not have to be for the same reading you do your initial discussion posts on—they can be for any of the readings though only one response per reading will count towards your grade. Peer responses should be completed by the end of the semester.

2. **Synchronous lecture attendance (50 points; 5%):** Class attendance is highly encouraged, and our discussions and activities need you! You can miss up to 3 classes (unexcused) while still getting the 50 points. After 3 unexcused absences, you will start to lose points. Do note that 6 unexcused absences constitute a failure of the course and 3 tardys=1 unexcused absence. Refer to attendance policy below for more info on attendance.

Note: If you are unable to attend classes on a regular basis, the 5% can be gained through extra discussion posts, a short seminar presentation, and/or meeting with me on a weekly basis to discuss the texts. We can chat about this further.

3. **Check-ins (50 points; 5%):** Two times throughout the semester I will ask you to sign up for a time to meet with me (either F2F or on Zoom) to discuss your progress. The first time we will meet midsemester to discuss your Close Reading Essay idea and/or your progress in the course. The second time we will meet to go over your Proposal in preparation for your Research Essay. To receive points, all you have to do is show up and engage in a brief, casual conversation with me.

Activities

~5 points per activity; 50 points total, 5%

In-class activities will be based on reading materials and assigned on a regular basis. This mostly includes group work and writing activities. If you miss class when we have an activity, it is your responsibility to reach out to me in order to make up the activity. *Note:* only those with an excused absence qualify for making up in-class activities.

Personal Reflection/Opinion (Essay or Creative)

800 words minimum; 100 points; 10%

Students can think of this assignment as a reflective personal essay, following the style of *New York Times* or *Washington Post* op-eds. In this assignment, students will reflect on what they know about addiction and drug use. Students should consider their relationship to addiction and drug use (or a fictional character if they prefer). Possible lines of inquiry include: How do you define the difference between addiction and drug use? What do you associate with

addiction and drug use? Does your own experience aid in these definitions, or are your definitions and associations with drug use based on the media you consume and are exposed to? You are free to discuss media that may have influenced your perceptions if you do not feel comfortable discussing your personal experience, such as a literary text, movie, TV show, piece of music, etc.

Note: You can take a more creative approach as well. For example, a video, podcast, song, artwork, etc. We can chat further about other creative options. Some type of written transcript should be submitted with creative options (1-page max).

Close Reading Essay

1,200 words minimum; 200 points; 20%

This assignment will test student skills in close reading, especially as that skill pertains to works of literature. Students will be expected to analyze an assigned text carefully and develop an argument regarding the whole of the text through a close reading. The argument should center on the theme of the class, which is addiction and drug use. No outside sources may be used for this assignment. The paper should not be a summary—you should make an argument about the text and use the text as evidence. You will quote lines and passages from the text itself to use as evidence. *Note:* Ideally you would write about an assigned literary text, but we can chat further if you'd like to use a text that hasn't been assigned or is not a work of literature.

Lead Discussion

100 points; 10%

In groups, students will lead discussion on an assigned primary text. Groups can pick which text they would like to lead a discussion on. Due dates and available options are on the class schedule where it says "Lead Discussion." Groups will be formed and commit to a time slot early in the semester. Each group member is expected to contribute verbally. You are encouraged to send me any materials to share with the class, such as videos, pictures, a PowerPoint, etc. Lead discussions will compose of the first 10-15 minutes of class and students should collaborate with each other to best make use of this time.

These are not necessarily meant to be formal presentations, but a brief reflection from group members that can focus on author background, historical background, cultural context, opinion and/or academic writing about the text, influences (on the text or how the text as influenced society), etc. This is meant to help form a community of knowledge-making where we learn from each other and not always solely from me, the main instructor. The overall goal will be to help introduce the rest of the class to the author, text, and/or anything interesting you think we should know.

Additionally, each group member will individually submit a 500 word write up detailing, explaining, and reflecting on their research. This assignment will be graded as such: 50 points for in-class discussion and 50 points for write up.

Proposal

500 words minimum; 50 points; 5%

The proposal is an outline or projection of your research essay and should include your thesis, primary text(s), potential sources, and possibly a brief outline.

Research Essay

1,500 words minimum; 250 points; 25%

This assignment asks students to combine close reading skills with critical concepts, historical information, and academic research introduced in class or from the students' own research. The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence. The argument should center on the theme of the class, which is addiction and drug use. In addition to using the primary text as evidence, you will also use secondary, scholarly sources to help support your argument. In other words, through this research essay you will participate in a conversation with others who have discussed the text and/or ideas relating to the text and theme of the class. *Note:* Ideally you would write about an assigned literary text, but we can chat further if you'd like to use a text that hasn't been assigned or is not a work of literature.

GRADING SCALE

A	4.0	94-100	940-1000	C	2.0	74-76	740-769
A-	3.67	90-93	900-939	C-	1.67	70-73	700-739
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	84-86	840-869	D	1.0	64-66	640-669
B-	2.67	80-83	800-839	D-	0.67	61-63	610-639
C+	2.33	77-79	770-799	E	0.00	0-60	0-609

Note: A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>

GUIDE TO LETTER GRADES

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to the individual assignment may be delivered throughout the semester. View this rubric as a guide for expectations—papers are graded holistically.

A: Excellent. Strong and interesting thesis and argument; introduction that generates interest; clear organization and subclaims (also known as topic points); paper further communicates the structure and logic of its argument through use of transitional words or phrases; consistent diction; smooth integration of textual evidence; consistent analysis of evidence; proper use of citation system (MLA) if outside sources are included; few mechanical errors; conclusion that ends the paper gracefully. “A” papers are outstanding.

B: Good. Strong and interesting thesis and argument; introduction that tries to generate interest; most subclaims are clear and the organization is generally effective; textual evidence generally, but not always, well integrated; some mechanical and proofreading errors; conclusion that tries to close the paper but may only do so through summary; some uneven use of citation system; “B” papers are papers that express a solid argument but do so less consistently than those awarded an “A.”

C: Satisfactory. Thesis or argument satisfactory but one or the other needs further work; introduction states thesis but does not generate interest; pattern of problems with mechanics or proofreading; insufficient analysis of evidence; little or no conclusion; summary instead of analysis; some body paragraphs may not support the thesis; organization can be improved; subclaims state facts instead of announcing point to be developed; “C” papers are satisfactory but need further polishing to make their arguments persuasive.

D: Weak. Thesis and argument weak; extensive factual and mechanical errors; organizational pattern that makes essay difficult to follow; failure to fulfill a major component of the assignment.

F: Not passing. Paper is not completed; contains plagiarized material or fails to fulfill the requirements of the assignment.

COURSE POLICIES

1. You must complete all *assignments* to receive credit for this course.
2. Attendance: Like all lecture-discussion courses, this one needs you! As noted above, you will be graded on attendance. You can receive three unexcused absences and still obtain the 50 points for attendance. After 3 unexcused absences, you will start to lose points. Do note that you will fail the course if you accrue six unexcused absences. If you anticipate an issue with attendance, please reach out to me so we can discuss possible alternative options.

Excused absences are exempt from this policy and included absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. For absences due to quarantine or illness, I may require a signed doctor’s note or confirmation from UF Screen, Test, & Protect. Students are

responsible for updating their UF-required Screen, Test, & Protect status. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive, or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

Latecomers receive partial unexcused absences and must see me after class so I know you attended. Being tardy three times constitutes one unexcused absence.

View UF's attendance policy for more info:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

3. *Classroom behavior and netiquette:* We are all human and want to be treated with respect, empathy, and kindness. We may have difficult discussions throughout this course, so please be mindful of voicing your opinions and the affect they may have on others' wellbeing, including my own. Harassment, discrimination, hate speech, and bullying will not be tolerated. Some (if not most) of the concepts and realities we will discuss are new to many, and that is perfectly okay and why we are here—to learn. We will work to have open dialogues. This applies to our in-person and online classroom environments. Cell phones may not be used during class unless approved by the instructor.
4. *Paper Format & Submission:* Please submit all assignments as a Word file on Canvas (doc, docx). I will ask you to resubmit if you do not submit a Word file. If you use Pages or another word processor, you can usually export your document to a Word document under the "file" tab. Additionally, UF offers students desktop and cloud versions of Microsoft Office (PowerPoint, Word, Excel, etc.) for free. *I highly recommend* using the desktop version of Word, as the cloud version does not include all necessary formatting features. You can download Word for free here: <https://it.ufl.edu/services/gatorcloud-microsoft-office-online>
5. *Late Papers/Assignments:* If you need more time for any reason throughout this course, please reach out to me within a reasonable time of the deadline so we can work out a solution. If you do not communicate with me *beforehand*, then you will be penalized *at least* -5 points for late work. Students who have an excused absence will be provided with a reasonable amount of time to make up work. Unexcused absences do not qualify for makeup work.
6. *Academic Honesty and Definition of Plagiarism:* Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. I take plagiarism seriously, and most of your assignments will be run through the plagiarism tool "Turnitin." Please reach out to me as much as needed regarding questions of plagiarism—it is better to be safe than sorry and I am here to help. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

7. Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give the instructor early in the semester. If you feel comfortable to do so, please reach out to me during the first week of class so we can discuss your accommodations. Otherwise, no worries—I will be in touch with your DRC Learning Advisor to discuss your accommodations.
8. Grade Appeals: In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount (cblount@ufl.edu), Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.

For information on UF Grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

9. Course Evaluations: Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course:
<https://evaluations.ufl.edu/evals/Default.aspx>
10. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575 or contact them online: <https://counseling.ufl.edu/>. While I am *not* a counselor, I consider it a duty as an instructor to offer a safe space to discuss any concerns you may have inside or outside of this course that may be affecting your performance. Please do not hesitate to reach out to me—if I do not have the answer or resource you may need to succeed, it is likely that I know someone who does.
11. UF's policy on Harassment: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty:
<https://titleix.ufl.edu/about/title-ix-rights/>.
12. Policy on environmental sustainability: Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

CLASS SCHEDULE

This course is divided into three main units in-between the introductory and concluding units. Each week we will use a piece of literature as our framework. Other types of non-literary texts and media will be used to further guide our discussions and are titled “supplementary materials” on the class schedule. You are required to read/view/listen to the supplementary materials.

Introduction		
Week 1		
1/5 W	Syllabus & Course Overview	HW: Review syllabus and note any questions
1/7 F	Navigating course and getting to know each other	
Week 2		
1/10 M	Discuss: Preconceptions and what we already know	HW: Supplementary materials: <ul style="list-style-type: none"> • “Instagram has a drug problem” • “the drug that defined the decade” • and “Cognitive Liberty”
1/12 W	Discuss: Popular culture and articles	HW: Supplementary materials: <ul style="list-style-type: none"> • Mark Edmundson “Dealing with Drugs” and “Speaking Openly About Drugs” (on Canvas)
1/14 F	Discuss: Popular culture and Edmundson articles	HW: Read James Baldwin, “Sonny’s Blues” (on Canvas)
Unit 1: Beat Authors, Hippies, and Counterculture		
Week 3		
1/17 M	No Class—Holiday	HW: Read James Baldwin, “Sonny’s Blues” (on Canvas)
1/19 W	Discuss: James Baldwin, “Sonny’s Blues”	HW: Supplementary materials:

		<ul style="list-style-type: none"> • <i>The New Jim Crow</i> (Ch. 2, on Canvas) • Listen to Episode 58 of Narcotica
1/21 F	Discuss: James Baldwin, “Sonny’s Blues” + <i>The New Jim Crow</i> Ch. 2 and Narcotica episode	HW: Read William Burroughs, <i>Junky</i> (Introduction–Pg. 30)
Week 4		
1/24 M	Discuss: William Burroughs, <i>Junky</i> , Intro-Pg. 30 Introduce Personal Reflection/Opinion (Essay or Creative)	HW: Read William Burroughs, <i>Junky</i> (Pg. 31–82) Supplementary Materials: <ul style="list-style-type: none"> • “The Poppy” by Sam Quinones (on Canvas)
1/26 W	Discuss: William Burroughs, <i>Junky</i> , Pg. 31-82 + “The Poppy”	HW: Read William Burroughs, <i>Junky</i> (Pg. 83–end) Supplementary materials: <ul style="list-style-type: none"> • “Theories of Opioid Addiction” article (PDF on Canvas) <p>Junky discussion posts due</p>
1/28 F	Discuss: William Burroughs, <i>Junky</i> , Pg. 83-end + “Theories of Opioid Addiction”	HW: Read Hunter S. Thompson, <i>Fear and Loathing in Las Vegas</i> Intro-Ch. 1.12 (all of Part 1)
Week 5		
1/31 M	Personal Reflection/Opinion Workshop	HW: Read Hunter S. Thompson, <i>Fear and Loathing in Las Vegas</i> Intro-Ch. 1.12 (all of Part 1)
2/2 W	Discuss: Hunter S. Thompson, <i>Fear and Loathing in Las Vegas</i> , Part 1 Lead Discussion	HW: Read Hunter S. Thompson, <i>Fear and Loathing in Las Vegas</i> Ch. 2.1-2.7

2/4 F	Discuss: Hunter S. Thompson, <i>Fear and Loathing in Las Vegas</i> , Ch. 2.1-2.7	HW: Read Hunter S. Thompson, <i>Fear and Loathing in Las Vegas</i> Ch. 2.8-end Personal Reflection/Opinion DUE by 11:59 PM
Week 6		
2/7 M	Discuss: Hunter S. Thompson, <i>Fear and Loathing in Las Vegas</i> , Ch. 2.8-end	HW: Supplementary materials: <ul style="list-style-type: none"> • “Secrets of the Beatniks” and “Altered States” by Timothy Leary (on Canvas) <i>Fear and Loathing</i> discussion posts due
2/9 W	Discuss: Hunter S. Thompson, <i>Fear and Loathing in Las Vegas</i> movie adaptation and Leary chapters	HW: Supplementary materials: <ul style="list-style-type: none"> • Ch. 5 from <i>Drugs and Popular Culture</i> (on Canvas)
2/11 F	Discuss: Music and Ch. 5	HW: Read Jason Myers, <i>Exit Here</i> Ch. 1-20
Unit 2: Troubled Youth		
Week 7		
2/14 M	Discuss: Jason Myers, <i>Exit Here.</i> , Ch. 1-20 Lead Discussion	HW: Read Jason Myers, <i>Exit Here</i> Ch. 21-31
2/16 W	Discuss: Jason Myers, <i>Exit Here.</i> , Ch. 21-31	HW: Read Jason Myers, <i>Exit Here</i> Ch. 32-38
2/18 F	Discuss: Jason Myers, <i>Exit Here.</i> , Ch. 32-38 Introduce Close Reading Essay	HW: Read Jason Myers, <i>Exit Here</i> Ch. 48-end + schedule time to meet with me Supplementary materials: <ul style="list-style-type: none"> • Ch. 10 from <i>Drugs and Popular Culture</i> (on Canvas)

		Exit Here. discussion posts due
Week 8		
2/21 M	<p>Discuss: Jason Myers, <i>Exit Here.</i>, Ch. 48-end + Ch. 10 from <i>Drugs and Popular Culture</i></p> <p>One-on-one meetings</p>	<p>HW: Read “Reading and Writing about Literature” excerpt (on Canvas)</p> <p>Eden Robinson, <i>Son of a Trickster</i> Ch. 1-9</p>
2/23 W	<p>Discuss: excerpt and writing workshop</p> <p>One-on-one meetings</p>	<p>HW: Eden Robinson, <i>Son of a Trickster</i> Ch. 1-9</p>
2/25 F	<p>Discuss: Eden Robinson, <i>Son of a Trickster</i>, Ch. 1-9</p> <p>Lead Discussion</p> <p>One-on-one meetings</p>	<p>HW: Eden Robinson, <i>Son of a Trickster</i> Ch. 10-20</p>
Week 9		
2/28 M	<p>Discuss: Eden Robinson, <i>Son of a Trickster</i>, Ch. 10-20</p>	<p>HW: Eden Robinson, <i>Son of a Trickster</i> Ch. 21-34</p> <p>Supplementary materials:</p> <ul style="list-style-type: none"> • “Just Say No” article (PDF on Canvas)
3/2 W	<p>Discuss: Eden Robinson, <i>Son of a Trickster</i>, Ch. 21-34 and “Just Say No” article</p>	<p>HW: Eden Robinson, <i>Son of a Trickster</i> Ch. 35-end</p> <p>Supplementary materials:</p> <ul style="list-style-type: none"> • “Alternative Paths” article (PDF on Canvas) <p><i>Son of a Trickster</i> discussion posts due</p>
3/4 F	<p>Discuss: Eden Robinson, <i>Son of a Trickster</i>, Ch. 35-end and “Alternative Paths” article</p>	<p>HW: Close Reading Essay DUE by 11:59 PM</p>

	Peer Review	
Week 10		
3/7 M	No Class—Spring Break	
3/9 W	No Class—Spring Break	
3/11 F	No Class—Spring Break	HW: Read Jim Carroll, <i>Basketball Diaries</i> (Pg. 1-90)
Unit 3: The Memoir		
Week 11		
3/14 M	Discuss: Jim Carroll, <i>Basketball Diaries</i> , Pg. 1-90 Lead Discussion	HW: Read Jim Carroll, <i>Basketball Diaries</i> (Pg. 91-146)
3/16 W	Discuss: Jim Carroll, <i>Basketball Diaries</i> , Pg. 91-146	HW: Read Jim Carroll, <i>Basketball Diaries</i> (Pg. 147-end) Supplementary materials: <ul style="list-style-type: none"> • “Inject/Abject” article (PDF on Canvas)
3/18 F	Discuss: Jim Carroll, <i>Basketball Diaries</i> , Pg. 147-end and “Inject/Abject” article	HW: <i>Basketball Diaries</i> discussion posts due
Week 12		
3/21 M	Discuss: Jim Carroll, <i>Basketball Diaries</i> film adaptation	HW: Supplementary materials TBA
3/23 W	Discuss: Jim Carroll, <i>Basketball Diaries</i> film adaptation	HW: Read Cupcake Brown, <i>A Piece of Cake</i> , Ch. 1-15
3/25 F	Discuss: Cupcake Brown, <i>A Piece of Cake</i> , Ch. 1-15 Lead Discussion	HW: Read Cupcake Brown, <i>A Piece of Cake</i> , Ch. 16-35
Week 13		

3/28 M	Discuss: Cupcake Brown, <i>A Piece of Cake</i> , Ch. 16-35	HW: Read Cupcake Brown, <i>A Piece of Cake</i> , Ch. 36-45 Supplementary materials: <ul style="list-style-type: none"> Listen to Episode 62 of Narcotica
3/30 W	Discuss: Cupcake Brown, <i>A Piece of Cake</i> , Ch. 36-45 + <i>Narcotica</i> episode	HW: Read Cupcake Brown, <i>A Piece of Cake</i> , Ch. 46-58 Supplementary materials: <ul style="list-style-type: none"> Ch. 13 of <i>Drugs and Popular Culture</i> (on Canvas) <p><i>A Piece of Cake</i> discussion posts due</p>
4/1 F	Discuss: Cupcake Brown, <i>A Piece of Cake</i> , Ch. 46-58 + Ch. 13 of <i>Drugs and Popular Culture</i>	HW: Read Augusten Burroughs, <i>Dry</i> , Part 1 (Pg. 1-93)
Week 14		
4/4 M	Discuss: Augusten Burroughs, <i>Dry</i> , Part 1 Lead Discussion	HW: Read Augusten Burroughs, <i>Dry</i> pg. 94-146 Supplementary materials: <ul style="list-style-type: none"> Shain Kish article
4/6 W	Discuss: Augusten Burroughs, <i>Dry</i> , Pg. 94-146 + Shain Kish article	HW: Read Augusten Burroughs, <i>Dry</i> , Pg. 147-217
4/8 F	Discuss: Augusten Burroughs, <i>Dry</i> , Pg. 147-217 Introduce Proposal + Research Essay	HW: Read Augusten Burroughs, <i>Dry</i> , Pg. 218-293 Schedule day/time to meet with me Supplementary materials: <ul style="list-style-type: none"> Excerpt from <i>Deep Sniff</i> by Adam Zmith (on Canvas) <p><i>Dry</i> discussion posts due</p>

Conclusion		
Week 15		
4/11 M	<p>Discuss: Augusten Burroughs, <i>Dry</i>, Pg. 218-293 + Adam Zmith chapter</p> <p>One-on-one meetings</p>	<p>HW: Work on Proposals</p> <p>Supplementary materials:</p> <ul style="list-style-type: none"> • Listen to Episode 51 of Narcotica
4/13 W	<p>Discuss: Revisiting popular culture + Narcotica episode</p> <p>One-on-one meetings</p>	<p>HW: Work on Proposals</p> <p>Supplementary materials:</p> <ul style="list-style-type: none"> • TBA • Listen to Episode 22 of Narcotica
4/15 F	<p>Discuss: Revisiting popular culture + readings and Narcotica episode</p> <p>One-on-one meetings</p>	<p>HW: Proposal DUE by 11:59 PM</p> <p>Work on Research Essays</p>
Week 16		
4/18 M	Library, Sources, MLA Citations Workshop	HW: Work on Research Essays
4/20 W	Last day reflections + Peer Review	HW: Work on Research Essays
4/22 F	No Class—University Reading Day	HW: Work on Research Essays
4/25 M	Research Essay DUE by 11:59 PM	