August 30

**Introduction to the course**

Online Assignment: [www.provigil.com](http://www.provigil.com), [www.androgel.com](http://www.androgel.com), [www.prozac.com](http://www.prozac.com), [www.viagra.com](http://www.viagra.com)

September 4, September 6.

**1. The War on Drugs: An Update**


**2. The War on Drugs: The Prohibitionist Tradition**


3. The Concept of Doping: A Survey of Types

1. THE CONCEPT OF "DOPING"

Doping for Performance (Military)


Doping for Performance (Mental)

"Taking 'intellectual steroids' not considered cheating," The Dartmouth (April 21, 2004).


Doping for Stupefaction


Doping as Musical Experience


“Listening to music before events may enhance performance, but WADA sees no problem,” The Globe and Mail (August 8, 2012).

Doping as Pornography


“Enhancing, not cheating” [Editorial], Nature 450 (November 15, 2007).

Barbara Sahakian & Sharon Morein-Zamir, “Professor’s little helper,” Nature 450 (December 20, 2007).


5. Enhancement as a Way of Life


6. Doping in Sports: Transgression or Enhancement?

Athletic Performance-Enhancement Before "Doping"


Legalization of Athletic Doping


7. Doping, Conscience, Repentance, and Redemption
The Doping Doctor/Entrepreneurial Physician


The Repentant Athlete


Matthew Beaudin, “In search of relevance, a Cat. 3 turns to EPO and HGH,” http://velonews.competitor.com (August 1, 2012).


October 16, October 18.

8. Pharmacological Strategies (I)

TRANQUILIZERS


STIMULANTS

Caffeine


October 23, October 25.

9. Pharmacological Strategies (II)
Amphetamine


Provigil (Modafinil)


Stimulants & Literary Performance-Enhancement


October 30, November 1.

10. “Cosmetic Pharmacology”: The Meaning of Prozac


"One pill makes you larger, And one pill makes you small," *Newsweek* (February 7, 1994): 37-43.

11. Medical Marijuana: “Compassionate Use”


12. Hormone Replacement Therapies For Men

The Male Climacteric


**Hormone Therapy for Homosexuals**


**November 20**

**13. Hormone Replacement Therapies For Women**


November 27, November 29.

14. Dopers in Uniform: Police Officers’ Use of Anabolic Steroids


“N.J. doctor supplied steroids to hundreds of law enforcement officers, firefighters,” New Jersey Star-Ledger (December 12, 2010).

December 4, December 6.

15. Dopers in Uniform: Military Use of Performance-Enhancing Drugs

“Elite soldiers face charges as ‘police uncover drug use,’” smh.com.au (July 24, 2002).

Mark Thompson, “America’s Medicated Army,” Time (June 5, 2008).


“Steroid use on rise in the Army,” The Seattle Times (November 20, 2010).


Difficult Dialogues: The War on Drugs: A History and Critique

The "War on Drugs" in the United States can be dated back to the US Opium Exclusion Act of 1909 and the Harrison Narcotic Act of 1914, which provided the model for drug prohibition legislation over the next hundred years both in the United States and around the world. President Richard M. Nixon officially declared an official "war on drugs" in 1971, two years after he identified drug abuse as "a serious national threat." This course examines the ongoing struggle between prohibitionist values and policies on one side and public demand for drugs on the other. At the same time, we must distinguish between two types of "drugs." The first category comprises the so-called "recreational drugs" have been used by millions of people as mood-altering substances; this category includes alcohol, heroin, cocaine, marijuana, and Ecstasy among many others. The second category comprises drugs that are believed to enhance human performance in various ways. These drugs include amphetamines, the anti-narcoleptic Modafinil (Provigil), blood-boosting drugs such as Erythropoeitin, the anti-depressant Prozac, as well as testosterone and the other anabolic steroids. While all of these drugs have been used by elite athletes, much greater numbers of people have used them for other goal-oriented purposes either on the job or to pursue an ideal of self-enhancement. This course focuses primarily on these performance-enhancing drugs that are consumed in pursuit of allegedly therapeutic or utilitarian goals. Regulating these drugs is more problematic than in the case of first-category drugs, because they can be presented as serving useful or therapeutic purposes. The evolving social and medical status of these drugs will be one of the important scientific dramas of the twenty-first century.

Difficult Dialogues: A Ford Foundation Program (www.difficultdialogues.org) This course is a “Difficult Dialogues”, designed to promote open scholarly inquiry, academic freedom, and respect for different cultures and beliefs on the campus of the University of Texas at Austin. The development of the Difficult Dialogues courses was partially funded through a grant from the Ford Foundation to the University of Texas at Austin. The Difficult Dialogues project is now sponsored by the Humanities Institute, which has been organizing Public Forums and other programming that can reach the wider university community. This course is thus part of a larger project to promote respectful dialogue, innovative teaching, and academic freedom at UT.
COURSE REQUIREMENTS AND POLICIES

Required assignments

Numbered and anonymous class questionnaires on (non-medical) drug use due on September 4.

One page course-goals statements due on September 4, October 2, and November 6. Hold on to these statements and we will compare them as the course proceeds.

Dialogue (oral) assignments for the assigned class days. These differ from:

Debate (oral) assignments for the assigned class days.

You are to study the “Dialogue vs. Common Communication Processes” document that follows the course syllabus on Blackboard. Be able to define “dialogue.”

Team X = Anna B. to Dominic M. Team Y = Carlos M. to Annamaria W.

Weekly one-page papers due at the beginning of class on Thursdays. [30%]

Four-page papers due on October 2. [10%]

Eight-page papers due on November 20. Oral presentations on these papers scheduled from November 20 through December 6. [30%]

One written examination scheduled for October 25. [30%]

Classroom Policies

The primary goal of UT Austin is to prepare you for a beginning professional career. As a result, it is important that you begin to demonstrate professionalism in every aspect of your attendance, social interactions and academic performance. The following guidelines should provide you with a general overview of what is expected.

This is a seminar, writing emphasis course, which means that contributions from each student are needed to advance the learning process. Students will be expected to come to class prepared to participate in class learning.

Students are expected to attend class sessions regularly and to participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be strongly considered in assigning the final grade.

Students are required to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments turned in after class starts will be considered late. All late assignments will be assessed point penalties. If the due date is a problem, then the student should see the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled due date. Make sure you back up your work. Computer hardware or software problems WILL NOT be a valid reason for a late assignment.
Class Attendance

One of the goals of the program is to provide students with a curriculum that will adequately prepare them for beginning professional careers. In order to model this, please treat coming to class as you would approach working at a job. Given the requirements for professional behavior, **attendance for all classes is mandatory**. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students must present a written excuse from a health care provider for excused absences due to illness or other documentation as requested by the instructor for excused absences.

Participation and Professionalism

A crucial component of professional college education relates to an understanding of and adherence to a set of values and a work ethic. Active participation in the classroom setting facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers. Students must practice professional behavior in class. This includes participating constructively in class. Students can demonstrate constructive participation in a variety of ways:

1. Physical attendance at classes;
2. Verbal involvement in class and group discussions;
3. Active participation in role plays or other group exercises;
4. Initiating discussion or bringing in information from assigned readings, other readings and/or experiences;
5. One-to-one dialogue with the instructor, inside or outside of class;
6. Written dialogue (email or paper); and
7. Timely submission of assignments.

**Participation means:**

- An appropriate level of participation from each student is related to the number of students in the class, the format of the class (lecture, community event, or guest speaker), and the desirability of conciseness;
- Respect the rights of others in the class, including privacy and safety (physical and emotional);
- Good questions can include admitting one’s lack of knowledge about a subject (if one person is feeling self-conscious about asking a question that may be seen as “stupid”, there are probably several others in the class who want to know the same thing);
• Students do not need to agree with statements made by the instructor or other students, however, respect for differences should be shown. Students are encouraged to think for themselves, ask challenging questions (in a respectful manner), and arrive at their own understandings;

• Questions/comments which are not relevant to the class or which are stated clearly in the materials can detract from the class and consume valuable time (e.g., before asking, “Is that single-spaced or double-spaced?” and “When is the assignment due?” please check to see if these types of questions are covered in the Course Syllabus).

• Students should respect for the dignity and self-worth of all individuals, regardless of ethnicity, culture, nationality, race, religion, sexual orientation, age, gender, disability, political belief, or other aspects of diversity.

• If a student is away due to illness or other reason, it is that student’s responsibility to obtain notes, handout material, etc. from another student. The student may also suggest ways that they can make up for time lost (e.g., if you miss a class and you want to propose an extra assignment, such as a journaling exercise, to make up for not being able to participate in the class).

Classroom Conduct

a. Arriving on time for class; returning from break in a timely fashion. It is important to demonstrate to your colleagues that they are important to you. Being prompt for all appointments is one way to demonstrate this professional behavior. You should therefore be prompt for class.

b. Being prepared for class. As a professional you should be prepared for all appointments and meetings. You can begin to demonstrate you ability to be prepared by always being prepared for class.

c. Paying attention in class. As a professional you need to be an active listener to appropriately respond. This skill can be demonstrated by being an active listener in class as well. Please turn off all electronics before class.

d. Remaining in class until the class is over or until the professor announces a break. As a professional you are committed to treating your colleagues with respect and courtesy. This can be demonstrated in class by treating faculty and fellow students with respect and courtesy by remaining in class while it is in session.

e. Handing in assignments in a timely fashion. It is of vital importance to colleagues that you meet deadlines. This can be demonstrated in class by completing the required readings by the dates listed in the syllabus and turning in papers and projects by the expected due dates.

f. Demonstrating respect for the opinions of others. Professionals should be tolerant of different points of view. In the classroom, this can be demonstrated by the manner in which we respect the opinions of faculty and fellow students.
Office Hours

Please feel free to visit me during my office hours (TuTh 9:00-10:30 and by appointment) in order to discuss anything related to the class and in order to allow me to get to know you better. I am always available to see you on short notice. Please email me in advance to let me know you’re coming so that I can plan for your visit. You are always welcome, and the class will go much better if I have a sense of who you are as a student and a person. My office is located in Burdine 322. Class assignments or other materials can be dropped off for me in the main office of the Department of Germanic Studies (Burdine 336).

Writing Flag

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one assignment. You should therefore expect a substantial portion of your grade to come from your written work.

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/). If you use words or ideas that are not your own you must cite your sources. Otherwise, you will be guilty of plagiarism.

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssp/.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least
fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at [http://www.utexas.edu/its/policies/emailnotify.php](http://www.utexas.edu/its/policies/emailnotify.php).

**Use of Blackboard in Class**

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at [http://courses.utexas.edu](http://courses.utexas.edu)—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to share other resources. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

**Writing Center**

Students are encouraged to use the Undergraduate Writing Center (located in FAC 211; phone number 471-6222: [http://uwc.utexas.edu/home](http://uwc.utexas.edu/home)). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate student enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

**Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit [http://www.utexas.edu/safety/bcal](http://www.utexas.edu/safety/bcal).