

PSYC 105  
Drugs, Brain & Behavior  
TH 9:30-10:45AM  
Clough 114

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Office hours: M-F 11-12pm  
or by Appointment

Text: Leventhal CF (2005). Drugs, Behavior, and Modern Society, 4th Edition. Boston, MA: Allyn & Bacon.

\* Note: The class schedule below is tentative. Keep in mind that we may need to make minor adjustments along the way.

### Class Schedule

### Assignments

|      |   |                                    |
|------|---|------------------------------------|
| 1/13 | First day stuff   |                                    |
| 1/18 | Chpt 1 (Intro)  |                                    |
| 1/20 | Chpt 2-3 (Neurophysiology)  |                                    |
| 1/25 | Chpt 2-3 (Pharmacology) – Dr. Pond  |                                    |
| 1/27 | Chpt 2-3 (Addiction)  | <i>Ibogaine Assignment (1)</i>     |
| 2/1  | <b>Discussion 1: Should drugs be decriminalized? (Lloyd)</b>                |                                    |
| 2/3  | Chpt 4 (Stimulants)   |                                    |
| 2/8  | Chpt 4  | <i>Cocaethylene Assignment (2)</i> |
| 2/10 | <b>Discussion 2: Is Ritalin being over prescribed?</b>                      |                                    |
| 2/15 | <b>TEST 1 (Chpt 1-4)</b>  |                                    |
| 2/17 | Chpt 5 (Narcotics)  |                                    |
| 2/22 | Chpt 5  | <i>Relapse Assignment (3)</i>      |
| 2/24 | <b>Discussion 3: Should heroin abusers be allowed maintenance programs?</b> |                                    |
| 3/1  | Chpt 6 (Hallucinogens)  | <i>Marijuana Assignment (4)</i>    |
| 3/3  | Chpt 7 (Marijuana)  | <i>Chocolate Assignment (5)</i>    |
| 3/15 | <b>Discussion 4: Should marijuana be used for medical purposes?</b>         |                                    |
| 3/17 | Chpt 9-10 (Alcohol)   |                                    |
| 3/22 | Chpt 9-10 – Dr. Pond  |                                    |
| 3/29 | Catch-up & Review for test 2  |                                    |
| 3/31 | <b>TEST 2 (Chpt 5-7, 9-10)</b>  |                                    |
| 4/5  | <b>Discussion 5: Should PG women who use drugs be prosecuted?</b>           |                                    |
| 4/7  | Chpt 8 (Steroids)   | <i>Steroids Assignment (6)</i>     |
| 4/12 | Chpt 11 (Nicotine)  |                                    |
| 4/17 | Chpt 12 (Caffeine)  | <i>Stimulants Assignment (7)</i>   |
| 4/19 | Chpt 14 (OTC/Supplements)   | <i>FDA Assignment (8)</i>          |
| 4/21 | <b>Discussion 6: Is drug addiction a choice?</b>                            |                                    |
| 4/26 | Chpt 15 (Sedative-Hypnotics/Antianxiety)                                    |                                    |
| 4/28 | Chpt 16 (Antidepressants/Antipsychotics)                                    | <i>Culture Assignment (9)</i>      |
| 5/6  | <b>TEST 3 (Chpt 8, 11-12, 15-17)@ 530pm</b>                                 |                                    |

**CLASS DISCUSSIONS:** We will spend 5 class periods this semester discussing important societal issues concerning drug use/abuse. Each of you will be part of a group that leads a class discussion on one of these controversial issues. Additionally, each group will be further subdivided so that there are those who support the issue and those who do not support it. I will try to accommodate your issue and stance preference, but will likely not be able to do so for all of you. Your group will be responsible for preparing the necessary materials to facilitate the class discussion. In other words, you will need to research your assigned topic and stance and, as a group, be prepared to defend it. Each class discussion period will begin by a short presentation of background material from each group. This short (10 min) presentation should include factual, and not speculative, information that will set the stage for your argument. Feel free to use handouts, overheads or powerpoint to display your materials. Now that the class is well informed, try to stimulate discussion about the topic by asking questions of the class. The groups will take turns asking questions with the initial question decided by coin toss. Background materials and at least 10 questions will be due to me the class period before your scheduled topic and will make up a significant portion of your grade. Since the goal of this assignment is to generate class discussion, the rest of the class must also be prepared. In other words, think about the issues and how you feel about them ahead of time. There will likely be some issues which raise heated debates. Remember that it is fine to disagree, but it is never fine to be disrespectful to someone with whom you disagree. Everyone is entitled to their opinion and it is no less important than your own. I will promptly enforce this policy if it is abused.

**ASSIGNMENTS:** Various tasks will be assigned to you throughout the semester. I will post these assignments in my box on the academic server. Most of these assignments will consist of questions for you to research and answer. Many of the questions can be answered by using the internet. However, you need to ensure that you are viewing a reputable website and that you can corroborate your answer with other reputable sources. Please reference the sources used. Here are some criteria to consider when deciding whether a website is reputable:

- **Accuracy.** If your page lists the author and institution that published the page and provides a way of contacting him/her and . . .
- **Authority.** If your page lists the author credentials and its domain is preferred (.edu, .gov, .org, or .net), and, . .
- **Objectivity.** If your page provides accurate information with limited advertising and it is objective in presenting the information, and . . .
- **Currency.** If your page is current and updated regularly (as stated on the page) and the links (if any) are also up-to-date, and . . .
- **Coverage.** If you can view the information properly--not limited to fees, browser technology, or software requirement, then . . .

**You may have a Web page that could be of value to your research!**

**FROM: Kapoun, Jim. "Teaching undergrads WEB evaluation: A guide for library instruction." C&RL News (July/August 1998): 522-523.**

Assignments must be turned in at the beginning of class on the date due. Late submissions will not be accepted or graded. I am going to be very strict on this requirement as the purpose of many assignments will be to generate class discussions.

**EXAMS:** The exams will consist of multiple choice, short answer and fill in the blank questions. The questions will be designed to assess your knowledge of the material as well as your ability to apply that knowledge. You will be tested on material from class, the book, the assignments and the class discussions.

|                 |                                |
|-----------------|--------------------------------|
| <b>GRADING:</b> | 100 Points (Test 1)            |
|                 | 100 Points (Test 2)            |
|                 | 100 Points (Test 3)            |
|                 | 50 Points (Discussion)         |
|                 | <u>50 Points</u> (Assignments) |
|                 | 400 total points               |

**WHAT DO I EXPECT FROM YOU?** Good question. I expect you to come to class prepared and on-time. In order for this class to work, it will require a great deal of participation on your part. I have taken some steps to ensure you think about certain topics by requiring assignments and class discussions. However, class discussion days will much more fun if the entire class involves itself in the discussion process. So think about these interesting, controversial topics and be prepared to express your ideas about them. I encourage you to ask questions, express concerns, make comments, tell jokes or whatever it takes for you to become involved in this class. I will try to help you break your fear of class participation by volunteering you if necessary.