



Cannabis, Race and Justice Undergraduate Course Information Guide

Course Number: CAN 300, 4 credits, 10 Weeks
Delivery Formats: Online Async, On Campus

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Course Description

This course investigates issues related to race and equity in the recreational cannabis sector. It examines the impact of, among other issues, the industry's commercial landscape and concerns about 'Big Cannabis' as an emerging yet not universal corporatized model, cultural proclivities toward natural and preventive medicine as well as race-related disparities in the cannabis universe. The latter includes a focus on the various regional strategies to resolve disproportionate, race-based arrest and incarceration rates pre-legalization, social equity and licensing programs for cannabis entrepreneurs, teenage marijuana use and the overall state of numerous social justice movements to address these and other racial issues connected to this industry.

Learning Outcomes

After completing this course, you will be able to:

- Evidence a comprehensive understanding of the many intersections between race, racism and partial cannabis legalization.
- Develop a position on future directions per cannabis reforms.
- Understand the component parts of the War on Drugs and its impact on the current cannabis universe.

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

Required Readings

No required text. All readings available in D2L.

Readings are available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Deliverables

- 1) Complete discussion posts
- 2) Submit written responses to specific questions
- 3) Complete 2 quizzes
- 4) Participate in a group discussion
- 5) Final Paper

Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Online Discussions	20%
Submissions	25%
Quizzes	15%
Review Answers/Recommendations	20%
Final Paper	20%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80

C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1:	Laursen, "Botany: The cultivation of weed," Nature 525, S4-S5, September 2015 Gould, "The Cannabis Crop," Nature 525, S2, September	Terms & Concepts New Learning Discussion Post
Week 2, Module 2:	Hunt, Keefe, Whitehead, Littlefield, "Understanding Cannabis," The Journal of Nurse Practitioners, v. 16, 2020, pp. 645-649.	
Week 3, Module 3:	Alexander, The New Jim Crow, chap. 2	1) The New Jim Crow Quiz 2) Terms & Concepts 3) Discussion Post
Week 4, Module 4:	Vaping & Cannabis Trends Among Young Adults (19-22) 2019: Monitoring the Future College Students and Young Adults Survey Results. Stuble, Ellis, and Lundahl, "Beyond the Bud: Emerging Methods of Cannabis Consumption for Youth,"	1) Trends in youth consumption/remedy 2) Differences between Uruguay & the United States

	<p>Pediatric Clinics of North America, v. 66, (2019), pp. 1087-1097.</p> <p>Dilley, "Commentary on Rivera-Aguirre et al.: What are the effects of cannabis legalization on youth use? It may depend on what you mean by 'legalization'".</p> <p>Gilreath, Dangerfield II, Hill and Johnson, "Polytobacco use among a nationally representative sample of black high school students," BMC Public Health, v. 21, issue 1, 2021, pp. 1-8.</p>	
<p>Week 5, Module 5:</p>	<p>Pacula, Choksy, Zhu, Kritikos and Smart, "Federal Regulation of Cannabis for Public Health in the United States,"</p> <p>Zarrabi, Frediana, and Levy, "The State of Cannabis Research Legislation in 2020," New England Journal of Medicine, May 14: 382 (20).</p> <p>Hammond, "Communicating THC levels and 'dose' to consumers: Implications for product labelling and packaging of cannabis products in regulated markets, David Hammond, International Journal of Drug Policy, 91, 2021.</p>	<p>1) Quiz</p> <p>2) Group Discussion</p>
<p>Week 6, Module 6:</p>	<p>Richter and Levy, "Big Marijuana: Lessons from Big Tobacco," New England Journal of Medicine, 2014, 371.5, pp. 399-401.</p> <p>DeWitt, Samuel, "Achieving Social Equity in the Cannabis Industry," Drug Enforcement and Policy Center, Ohio State Legal Studies Research Paper No. 618, No. 29, June 2021.</p>	<p>1) Richter Questions</p>

	Orenstein, Daniel, "Preventing Industry Abuse of Cannabis Equity Programs," Southern Illinois University Law Journal, pp. 93-107.	
Week 7, Module 7:	Pond Cummings and Ramirez, "The Illinois Cannabis Social-Equity Program: Toward a Socially Just Peace in the War on Drugs?" Orenstein, "Preventing Industry Abuse of Cannabis Equity Programs," Southern Illinois University Law Journal (81-83)	
Week 8, Module 8:	TBA	1) Discussion Post-African-American's and ethnobotanical knowledge 2) Questions
Week 9, Module 9:	TBA	TBA
Week 10, Module 10:	TBA	TBA

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you

think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at scpspla@depaul.edu or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

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