



DEPAUL UNIVERSITY

SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES

Cannabis and Society Syllabus

Course Overview

This course engages students in foundational studies of cannabis, drawing upon perspectives from science, medicine, history, sociology, law, ethics, and business. Students will receive a broad introduction to the plant's key facts, uses, status, and controversies in contemporary society, with an emphasis on the local Illinois context. We will draw comparisons between cannabis and other drugs. The course focuses on developing students' competencies in critical and ethical analysis, dialog, and civic engagement.

The course delivery format is online, asynchronous, with the option of synchronous sessions.

Course Prerequisites

This course has no prerequisites.

Online (Asynchronous) Course Requirements

This is an online course conducted asynchronously. You will need at minimum:

- Frequent access to a computer that connects to the Internet.
- A working e-mail account that you check regularly (and that is updated in Campus Connection)
- Access to a software suite such as Microsoft Office (Word, Excel, PowerPoint). If you do not have access to Office, you can download a free, open source alternative such as Open Office (<http://www.openoffice.org/>) that will give you the same basic functionality.
- The ability to view video files, either in a streaming (Flash) or downloadable (mp4, mov) format.

Required Materials

Required readings are available through the course D2L site.

Learning Objectives

This course satisfies two credits toward College Core requirements in Liberal Learning (Scientific World), in the

undergraduate programs of the School of Continuing and Professional Studies (SCPS). Students pursuing majors in programs and departments outside SCPS should consult with their college's advising office for the applicability of this course toward program requirements or open electives.

Learning Outcomes: Core Curriculum Scientific World

Students who successfully complete this course will develop competencies involving the relationship between science, law, and society, through a multidisciplinary examination of cannabis. Specifically, students will be able to

- Explain fundamental pharmacological facts about cannabis;
- Critically analyze claims about cannabis in popular media;
- Evaluate the legal status of cannabis federally and locally;
- Describe the business opportunities and associated regulations;
- Critique the social impact of cannabis laws through the lens of diversity, equity and inclusion.

Crosscutting Competencies

In addition to these outcomes, all students will develop crosscutting competencies: inquiring, reflecting, connecting, deciding, communicating, and engaging.

Assessment

Assignments

An overview of assignments and their point values are given below. Refer to the course calendar in D2L for specific due dates.

Due	Assignment and Description	Points
Weeks 1–4	Discussions The set of weekly posts made to discussion threads, and contributions to any synchronous discussions.	20
Weeks 1–4	Quizzes (4) Short assessments of learning based on engagement with readings, multimedia, and other material presented in the modules.	20
Week 1	Prior Knowledge Reflection Essay Short reflection essay on your prior knowledge of cannabis and current learning goals regarding cannabis and society.	10

Due	Assignment and Description	Points
Week 5	<p>Group Case-Study Analysis and Presentation</p> <p>A group project in your team analyzes an authentic case involving cannabis and society and, based upon the analysis, makes recommendations for future action. The outcome is a group presentation in PowerPoint or similar presentation software.</p>	40
Week 5	<p>Final Reflection Essay</p> <p>An overall assessment of your learning with respect to the course's learning outcomes, and a consideration of the applicability of your learning beyond the course.</p>	10
Total		100

Grading

As outlined in "Assignments and Assessment" above, a total of 100 points is possible. To assign grades, the following grading scale and University grading standards will be used. (Any partial points will be rounded up to the nearest whole point.)

Grading Scale

A = 93 through 100%	A- = 90 through 92%	B+ = 87 through 89%
B = 83 through 86%	B- = 80 through 82%	C+ = 77 through 79%
C = 73 through 76%	C- = 70 through 72%	D+ = 67 through 69%
D = 63 through 66%	F = 62% or below	

Note: Grades below C- in SCPS courses do not satisfy competency requirements and are not counted toward graduation.

The following University grading standards will be used in assessing students' work:

- A** Accomplished the stated objectives of the course in an EXCELLENT manner
- B** Accomplished the stated objectives of the course in a VERY GOOD manner

C Accomplished the stated objectives of the course in a SATISFACTORY manner

D Accomplished the stated objectives of the course in a POOR manner

F Did NOT accomplish the stated objectives of the course

PA Passing achievement in a pass/fail course. (Grades A through D.) **Students who take this course pass/fail must request this option by the end of the second week of the term. Students who request pass/fail grading cannot revert to A-F grading.**

W Automatically recorded when the student's withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.

Schedule

This schedule provides a weekly overview. For due dates, refer to the D2L calendar, module pages, and assignment pages in the course.

Week/Module	Activity	Description
1	Readings	Cannabis as a Racial Justice Issue (see Module for Readings)
	Discussions	"Introduce Yourself"
	Discussion	"Is Cannabis a Matter of Racial Justice? How? Now What?"
	Quiz	Quiz 1
	Submission	Prior Knowledge Reflection Essay
2	Readings	The Science of Cannabis (see Module for Readings)
	Discussion	"In a Nutshell, What Causes Someone to Become 'High' on Marijuana?"
	Discussion	Select Final Project Topic and Join Small Group
	Quiz	Quiz 2
3	Readings	Cannabis and the Law (see Module for Readings)
	Discussion	"What Makes the Illinois Law Legalizing Cannabis Unique?"
	Quiz	Quiz 3
4	Readings	The Business of Cannabis (see Module for Readings)
	Discussion	"How Does One Start a Dispensary? Your Top 5 Tips..."
	Quiz	Quiz 4
5	Readings	Integration and Application (see Module for Readings)
	Discussion	Group Project Presentation
	Discussion	Response to a Group Project Presentation
	Submission	Group Project Self-Assessment
	Submission	Final Reflection Essay

Week/Module	Activity	Description
	Course Evaluation	Online Teaching Evaluation

Accommodations for Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu.

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Student Evaluations

At the end of this course, you will be provided with the opportunity to anonymously evaluate this course. Course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your contribution to evaluations help ensure high response rates that are statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university, and the teaching evaluation results provide one component used in faculty performance reviews. The evaluation of the instructor and course provides you an opportunity to make your voice heard on the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Course Policies

Policy on Late Work

Any work submitted after an assignment deadline will receive a grade of 0, unless an extension was negotiated with the instructor prior to the deadline. All negotiated, late submissions are subject to a grade reduction of 5% for each non-holiday weekday that elapses following the due date, up to the date of submission. An unforeseen, documented emergency is an exception to this policy, and should be brought to the instructor's attention as soon as possible. Any assignment for which work is not submitted will receive a grade of 0.

College and University Policies

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#): Work submitted for this course must adhere to this policy.

[Incomplete Policy](#): Students who encounter unusual circumstances that impede their ability to finish final work in the course should contact the instructor. An Incomplete (IN) arrangement in this course is only appropriate in cases where a satisfactory record of work has already been completed.

[Course Drop/Withdrawal Deadlines](#): The calendar includes information about any consequence for tuition penalties and grades. Be sure to consult with your academic advisor when seeking to drop or withdraw from this course.

Additional Course Resources

[University Center for Writing-based Learning](#): For online appointments and support during any stage of the writing process.

[SCPS Writing Guide](#): Resources for student writers in SCPS.

[Dean of Students Office](#): For support and options at times of crisis or unusual hardship, consult with the Dean of Students.

Changes to Syllabus

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.

Credits

This course was designed and produced by Donald L. Opitz, PhD and staff of the School of Continuing and Professional Studies of DePaul University.

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