DePaul University | School of Continuing and Professional Studies

Program Identifier: Undergraduate Program / Graduate Programs

Course: # CCS 230

COURSE TITLE: Cannabis in Society

TERM, YEAR: Winter, 2020

INSTRUCTOR INFORMATION

Name: Sarah Mann, MD

Office Location: online

My office hours are by appointment.

You can reach me at my cell phone 847-894-3049 (text preferred) or at smann@depaul.edu

Course Dates: 2/8/2020-3/21/2020

Live sessions: Monday 2/15, 3/1, 3/15 6:00 – 8:00 p.m.

Course Location and Delivery Format: online

COURSE DESCRIPTION

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 mandatory synchronous sessions.

LEARNING OUTCOMES AND DELIVERABLES:

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

LEARNING STRATEGIES & RESOURCES

- Required readings are available through the course D2L site.
- 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 record a video presentation with audio. This feature is built into your Microsoft Office (or similar software). You will need a microphone. If your computer does not have one, this can be done on a phone or tablet.
- The ability to view video files, either in a streaming (Flash) or downloadable (mp4, mov) format.
- A guided meditation app. There are many free options, and you can use whichever resonates with you. Headspace has free basic meditations. Lumosity Mind is free. H*nest Meditation cost $0.99 in the app store, but is a great option for anyone who is not into meditation.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

<table>
<thead>
<tr>
<th>Due</th>
<th>Assignment and Description</th>
<th>Points</th>
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| Weeks 1-4         | **Discussion Posts:** The set of weekly posts made to discussion threads.  
3.5 pts = post content (referencing class material, asking questions and provoking discussions)  
0.5 pts = exclusively professional language (i.e. cannabis, not weed)  
1 pts = substantive* reply to another post  
-0.5 pts = if posted after module is complete  
0.5 pts = extra credit for referencing a current news source or scientific journal from outside the class readings.                                                                                     | 20     |
| Weeks 1-4         | **Quizzes (4):** Short assessments of learning based on engagement with readings, multimedia, and other material presented in the modules.                                                                                   | 20     |
| Weeks 1-4         | Attendance and participation: 5 points per class.  
2 pts = attending  
2 pts = participation in polls/breakout sessions  
1 pts = keeping the camera on during the discussion portions of the scheduled hours.                                                                                                     | 15     |

*If you are unable to attend the scheduled class for legitimate reasons, contact me in advance for an alternate assignment.
Weeks 1-5  | **Meditation Journal:**
Meditate for at least 3 minutes per day, three times a week. Write a 1-2 sentences reflection after each meditation. | 15

Week 1  | **Prior Knowledge Reflection Essay**
Short reflection essay on your prior knowledge of cannabis and current learning goals regarding cannabis and society. | 5

Week 5  | **Pro/Con Debate and Presentation**
You will sign up for one of the many polarizing topics in cannabis and argue either for or against. The presentation will be a recorded power point (or similar software) presentation with a complete oral presentation. | 50

Week 5  | Engage in at least 4 substantive* posts on either other final presentations or in response to comments on your own presentation. | 20

Week 5  | **Final Reflection Essay**
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. | 10

**Total**  | 140

*Substantive post = one which adds value to the conversation, questions things, or provokes discussion. Posts that are solely complimentary are appreciated, but do not contribute to the academic conversation.

**ASSESSMENT OF STUDENT LEARNING**

See specific sections above for grading scales. Late assignments will be accepted, however 0.5 points will be deducted since you are no longer able to participate in the class discussion.

**GRADING CRITERIA & SCALE**

As outlined in “Assignments and Assessment” above, a total of 100 points is possible. Any partial points will be rounded up to the nearest whole point.

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

PASS/FAIL GRADE POLICY
Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

MINIMUM SCPS GRADE POLICY
SCPS degree programs with majors (BAPSBA, BAPSC, BABA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

INCOMPLETE (IN) GRADE
This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may
be earlier but no later than two quarters (not counting Summer term).

• The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.

• The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

WEEK 1
Reading Assignments:

• Cannabis as a Racial Justice Issue (see Module for Readings)

Assignments:

• Discussion “Introduce Yourself”
• Discussion: Meditation Journal Week 1
• Discussion: Select a final topic. The topics are first come, first serve. If not done by 2/15, a topic will be assigned to you.

Quiz:

• Quiz 1

WEEK 2
Reading Assignments:

• The Science of Cannabis (see Module for Readings)

Assignments:

• Discussion “In a nutshell, What causes someone to become ‘High’ on marijuana”
• Discussion What are terpenes and how do they impact the cannabis effect?
• Discussion: Meditation Journal Week 2

Quiz:

• Quiz 2

WEEK 3
Reading Assignments:

• Cannabis and the Law (see Module for Readings)

Assignments:
• Discussion “What Makes the Illinois Law Legalizing Cannabis Unique?”
• Discussion: Meditation Journal Week 3
• Quiz 3

WEEK 4
Reading Assignments:
• The Business of Cannabis (see Module for Readings)
Assignments:
• Discussion “‘How Does One Start a Dispensary? Your Top 5 Tips...’”
• Discussion: Meditation Journal Week 4
Quiz:
• Quiz 4

WEEK 5
Reading Assignments:
• Integration and Application (see Module for Readings)
Assignments:
• Discussion: Respond to another presentation
Submission:
• Pro/Con Debate- Due Friday, March 12, 2021. 1 point will be deducted for every day it is late.
• Final Reflection Essay
• Course Evaluations

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.

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

APA citation format (GRAD) Academic Integrity Policy (GRAD)
Academic Integrity Policy (UGRAD)
Incomplete (IN) and Research (R) Grades Expiration Policy
Withdrawal/Drop Policy and Withdrawal Tuition
Accommodations Based on the Impact of a Disability

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.

Protection of Human Research Participants

OTHER RESOURCES FOR STUDENTS

University Center for Writing-based Learning
Dean of Students Office

INSTRUCTOR BRIEF BIO

Sarah Mann, MD is a physician specializing in Critical Care Medicine, Neurocritical Care, Integrative Care and Cannabinoid Medicine. Critical Care Medicine is her primary specialty. The suffering witnessed there ultimately inspired her to open Mindful Medicine Clinic to facilitate the practice of cannabis medicine, which is otherwise restricted in hospitals and other corporate medical facilities. She is on the editorial committee for the Society of Cannabis Clinicians and an active member in the scientific community. She continues to spend the majority of her time caring for the critically ill. Outside of medicine, she is passionate about travel, snowboarding, meditation, photography and her family.

ADDITIONAL CONSIDERATIONS

Additional information for the instructor’s consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

Recording of Classroom Sessions Conducted via Videoconference tools:

• Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.

• Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.

• Students have the right to protect their privacy during recordings by appearing in an
audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.

- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.