ARTS2303 ON DRUGS:  
Industry Science and Medicine Since 1900  
Semester 2, 2016

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**Course Convenor & Lecturer**

<table>
<thead>
<tr>
<th>Name</th>
<th>Nicolas RASMUSSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Morven Brown 314</td>
</tr>
<tr>
<td>Phone</td>
<td>9385-2361 (no messages)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:N.Rasmussen@unsw.edu.au">N.Rasmussen@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesdays 1:30-2:45 and by arrangement</td>
</tr>
</tbody>
</table>

2. Course Details

**Units of Credit (UoC)** 6

**Course Description**

This course examines the ‘biographies’ of influential medicines developed over the course of the past century, from sex hormones to amphetamines to psychiatric drugs. It investigates the history and processes behind the creation of new drugs by the pharmaceutical industry, the interaction of drug marketing with doctor and patient behaviour, and the consequent reshaping of medicine, culture, politics and sometimes law. It considers some major theoretical perspectives on the role of medicine in society, and the role drugs play in medicine, in historical context.

**Student Learning Outcomes**

1. Ability to draw intelligently on a range of specific examples to understand better where new drugs come from, to analyse how they influence medicine and affect wider society, and to explain the life cycle of drugs

2. Ability to identify key examples of scholarship and core concepts in the field of medical history, and relate these examples and concepts to those of other disciplines

3. Ability to think rigorously and critically about the strengths and weaknesses of these key examples and core concepts, their implications and their suitable applications

4. Ability to employ core concepts of medical history in independently constructing own evidence-based stories about the past

3. Course Schedule

*To view course timetable, please visit:* [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

There will be a two-hour lecture (often supplemented with media) in weeks 1-12, followed by a seminar style ‘tutorial’ (weeks 2-12) in which the weekly readings and essay topic (due 1 week later) are explored through buzz group discussion questions. The schedule below describes readings and subject matter for these sessions. See “Course Assessment” section below for assessment due dates.

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings (via Moodle, either as files or links)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 July (W1)</td>
<td>Introduction</td>
<td>Medicine and the drug business a century ago</td>
<td>No session</td>
<td>Parascandola</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Subject</td>
<td>Question</td>
<td>References</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1 August (W2)</td>
<td>Narcotics</td>
<td>Medicine, demedicalisation and stigmatisation</td>
<td>What determines whether a condition is medical or criminal?</td>
<td>Lindesmith; Acker; Jonnes; Courtwright; Higby</td>
</tr>
<tr>
<td>8 August (W3)</td>
<td>Medical Monopoly</td>
<td>The relationship of science, doctors, patients and the drug industry</td>
<td>How did medicine become 'scientific' &amp; how did drugs help?</td>
<td>Illich Limits selection 1; Rasmussen - 'Moral Economy'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>H.Marks; Swann;</td>
</tr>
<tr>
<td>15 August (W4)</td>
<td>Hormones</td>
<td>Rise of endocrinology and the commercial laboratory</td>
<td>How did medicine reflect and shape gender with hormones?</td>
<td>Illich Limits selection 2; Oudshoorn; Bell</td>
</tr>
<tr>
<td>22 August (W5)</td>
<td>Wonder Drugs</td>
<td>The Second World War, penicillin and the antibiotic revolution</td>
<td>The State and the drug industry in the antibiotics revolution</td>
<td>Illich Limits selection 3; Bud; Hilts; Neushul Liebenau</td>
</tr>
<tr>
<td>29 August (W6)</td>
<td>Major Tranquilizers</td>
<td>Psychiatry, mental illness and social control</td>
<td>Tranquilizers: straightjacket, liberation, or neglect?</td>
<td>Swazey; Scull; Kirkby; Laffey</td>
</tr>
<tr>
<td>5 September (W7)</td>
<td>Minor Tranquilizers</td>
<td>Mental health in the Atomic Age: anxiety and depression</td>
<td>Pharmaceutical excess: to blame society, users, or medicine?</td>
<td>Rose; Metzl; Pellegrino ; Rasmussen - ‘First Antidepressant’</td>
</tr>
<tr>
<td>12 September (W8)</td>
<td>The Chronic Disease Transition</td>
<td>Statistical disease and the medication of risk</td>
<td>How did risks become medical conditions?</td>
<td>Illich Limits selection 4 ; Greene; Barsky; Brody ; Rothstein</td>
</tr>
<tr>
<td>19 September (W9)</td>
<td>Hallucinogens</td>
<td>Aquarian insurgency and moral panic</td>
<td>Why are drugs like LSD and Ecstasy banned, and not medications?</td>
<td>Becker ; Goode &amp; Nachman; Ullrich &amp; Patten; Pentney ; Cornwell &amp; Linders ; Goode</td>
</tr>
</tbody>
</table>
Please Note: The *italicised bold* readings are those required for lecture preparation and for seminar/tute discussion (and buzz group P/F quiz), and also for subsequent weeks' topics (and essays). Non-italicised readings are needed, in addition, for writing the tutorial essays for that week. Tutorial discussion topics given here are general guides to orient reading, not essay questions in themselves. Actual, related essay questions will be specified on the day.

### 4. Course Resources

All required readings for class will be accessible through links provided on the course Moodle site (these may be accessible only from campus or with UNSW Library login).

Further resources will be available either through Moodle or in the High Use Collection. Other resources for your research projects are to be located by you through the Library and via the web; research help is available by appointment with the Library.

### 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Concise essays</td>
<td>1200 words each</td>
<td>65% total</td>
<td>1-4</td>
<td>1 week after the topic is given (detailed below)**</td>
<td>YES</td>
</tr>
<tr>
<td>Weekly P/F 'buzz group' quizzes</td>
<td>N/A</td>
<td>15% total</td>
<td>1-4</td>
<td>Weekly during tute/discussion</td>
<td>NO</td>
</tr>
<tr>
<td>*Final in-class test,</td>
<td>1 hour</td>
<td>20%</td>
<td>1-4</td>
<td>October 28 (scheduled tute session W13)</td>
<td>NO</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes. This test may include material covered in lectures and required readings from EVERY WEEK in the term.
** Each Friday, tutorial discussion will focus on the lecture and reading material given that week, and organised around a related essay topic. The essay topic will be posted on Moodle by 5pm that day, and is due one week later (4pm the following Friday). Thus the essay topic given on Friday of Week 2 is due at the end of Week 3, etc.. There will be 11 corresponding “Learning Activities” in Moodle labelled according to the appropriate weekly assessment. Please electronically submit your assignment via the correct submission pathway. Remember, you need only submit THREE of these concise essays; you may submit four in which case the best three will count toward your final mark.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date (one week later)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 topic concise essay</td>
<td>12 August</td>
</tr>
<tr>
<td>Week 3 topic concise essay</td>
<td>19 August</td>
</tr>
<tr>
<td>Week 4 topic concise essay</td>
<td>26 August</td>
</tr>
<tr>
<td>Week 5 topic concise essay</td>
<td>2 September</td>
</tr>
<tr>
<td>Week 6 topic concise essay</td>
<td>9 September</td>
</tr>
<tr>
<td>Week 7 topic concise essay</td>
<td>16 September</td>
</tr>
<tr>
<td>Week 8 topic concise essay</td>
<td>23 September</td>
</tr>
<tr>
<td>Week 9 topic concise essay</td>
<td>30 September</td>
</tr>
<tr>
<td>Week 10 topic concise essay</td>
<td>14 October</td>
</tr>
<tr>
<td>Week 11 topic concise essay</td>
<td>21 October</td>
</tr>
<tr>
<td>Week 12 topic concise essay</td>
<td>28 October</td>
</tr>
</tbody>
</table>

The concise essays will not require you to do research beyond the designated readings for the week, but they will require you to think critically about those readings, extract information from them for your own argument, and speak convincingly to the issues at stake in the essay topic/question. That is, the essay should be about the question at hand, NOT about the readings (which often do not fully address the question you are asked, and should only be regarded as your raw materials). Essays longer than 1200 words may not be read or marked, or marked on the basis of only the first 1200 words, at the instructor’s discretion.

Please Note: The UNSW Policy on Class Attendance and Absence states the following:

“Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

“It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

“If students attend less than 80% of their possible classes they may be refused final assessment.”

Students must attend 80% of tutorials (9 of the 11 regular tutorials). They must also take the in class final test in the Week 13 tutorial. Attendance is recorded in tutorials shortly after the beginning of the period; latecomers may not be counted. While attendance is not recorded at lectures, students are responsible for lecture content whether or not the automatic lecture recordings are functioning. Therefore lecture attendance is expected.

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/
Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” above for details of assessment tasks that are to be submitted via Moodle.

** Please note the deadline to submit an assignment electronically is **4:00 pm on the due date** of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle
Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

**Task with a non-percentage mark**

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore $17 - [25 \times (0.05 \times 3)] = 13.25$.

**Task with a percentage mark**

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. **Learning and Teaching Rationale and Strategies**

The course aims to engage students developing capacity for evidence-based critical analysis of particular events, via a combination of lectures and guided small group discussion, which challenge you to apply new concepts to the facts of the cases you are learning about. The assigned readings will provide you with theoretical tools and with often-contrasting accounts of the same events, requiring you to think about evidence and interpretation rather than passively absorbing settled ‘knowledge’ from secondary sources. Lectures will present you with background and models of how some of these conceptual tools are applied to evidence and challenge you to think about alternatives. Discussion sessions will encourage comparison of multiple viewpoints, including respectful disagreement, and are designed to prepare you for writing up the weekly essay topic. Since you are only required to write three
of the 11 weekly essays, you will have the flexibility to choose topics of greatest personal interest and/or schedule your major assessments flexibly.

In the weekly discussions you will discuss set questions related to the core (italicised) readings, lecture, and essay topic of the week in small buzz groups, and each group will share its conclusions with the class. Each group will be marked P/F for addressing its question effectively; if you do not participate with your group, or do not attend, you will not receive a P mark for the week (worth roughly 1.5% in each of 9 weeks). You are expected to do the core (italicised) readings before class sessions, because the emphasis in lectures will be on interpreting rather than conveying information, and also because without preparation you will not learn or contribute much in tutorial discussion. As the weekly discussion/tutorial sessions are designed to prepare to write the weekly essay topic, attending the relevant lecture and tutorial is especially important if you plan to attempt the associated essay.

Each question discussed by the buzz groups in the tutorial session is basically a piece of the essay question. Although the topic area is foreshadowed in this outline, these essay assignments are specified only on the day of the session to emulate the thought processes generally required in real life: you learn background facts first, and when faced with a related problem, learn more facts and apply tools and active understanding as needed to solve it within limited time. The type of short essay you must produce is also crucial in real life, or at least in most white collar jobs, where your main work is to produce evidence-based ‘reports’ and other analytic, short essays that your employer will find useful and reliable.

Although the essays are not long, they require true second-year university level writing capability, as well as, some care in both thinking and expression. They require you to formulate your views and argue for them concisely and coherently, marshalling relevant evidence extracted from the readings and using it critically (rather than just parroting the secondary sources), while dealing respectfully with alternative views. The essay is not just a form for what you learn; it is the essence of the informed critical thinking that you are expected to learn in this subject and also the only way to demonstrate it. Because of the centrality of writing a good essay that speaks convincingly to the issues (as opposed to the readings) this course should be regarded as WRITING-INTENSIVE. Anyone unsure of their expository writing ability should be prepared to seek outside help (such as that provided by the UNSW Learning Centre) and devote extra time to improving essay writing skills.

7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.
The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for [Special Consideration](#).

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at:
For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.
If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

https://student.unsw.edu.au/guide

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.