This is **Spring 2021, Psy 383, Psychoactive Drugs** In this course, you will learn about the neurophysiology of psychoactive drugs and the implications for public health, policy, and social justice.

*To join the Zoom for this course, you **must** authenticate with your DuckID using SSO*

Click here for a [guide to install and log-in](#) to Zoom using your DuckID through SSO.

Once you are signed in with your DuckID, click here to join the Tuesday/Thursday 2:15 Live Zoom lecture

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**Frequently Asked Questions:**

*Does this class require "live" attendance?*
- Yes.
- This class is live, administered entirely remotely over Canvas & Zoom.
- Live meetings are Tuesdays & Thursdays, from 2:15 to 3:45 pm PST.
- These are **required** and count toward your participation grade.
- If circumstances cause you to miss class, reach out to us to discuss accommodations/alternatives
- See the links at the top of this page to get started with Zoom

*What will happen in the live sessions?*
- Live lecture
- Live Q&A
- Occasional breakout group activities
- Multiple choice polls

I will give a lecture, you will have opportunities to ask me questions and occasionally to work in small breakout groups on activities. We will also use the online polling feature in Zoom to give me some live feedback on how the class is doing in terms of understanding material. It's a lot like how I run a session in the lecture hall. Just like a live lecture, show up ready to learn, participate, and take notes.

*What strategies will help me do well in this remote course?*
- Just like for in-person learning, you will do best if you set aside time to work through instructional materials and complete assignments.
- Set aside a regular time and stick to it.
- Show up to lecture ready to participate.
- Hold yourself accountable. Most students report that when they take notes, write down their questions, and stay engaged they are more successful. Just sitting up at a table that is set aside for school really helps.

*How do I get the most out of the live meetings?*
- Show up ready to work
- Do the readings
- Having your camera on is appreciated but it isn't required. You might find learn **better** with your camera on because it holds you more accountable. Also since I'm not actually a robot, it helps me teach better to see some faces out there!

*How are you going to make this a good experience for students who learn better with in-person instruction and working with peers?*
- You aren't alone. Research shows that humans learn socially.
- With some extra effort and some tolerance of awkwardness, we will get to know each other remotely.
- It may feel weird at first, but having a social presence in the classroom and working with your peers really works!

*What is the time commitment for this course compared to an in-person course?*
- Though it likely varies by student, overall learning time is the same as for an in-person course and meets the UO requirements for a 4 unit course. Total work is 120 hours per term.
• These hours include attending class, completing the readings, completing assignments, studying your notes, taking exams, and completing a term project.

*How will exams be administered for this class?*
• Exams are open-book, open-note, but **not** open person. You must work alone.
• Exams are **not** timed.
• Exams are not longer than exams administered in person, but many students choose to study while they have the exam open, so the time it takes to complete the exam includes the time they would be studying outside of class if the exam were in-person.

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**Instructor Introduction**
Hello and welcome to Psych 383 Psychoactive Drugs! My students call me Dr. Karns, or Professor Karns. My pronouns are she/her/hers, and I will be your professor for this course. Nice to see you here!

I’m a brain nerd! My Ph.D. is in Neuroscience from University of California, Berkeley. I’ve been doing brain research – mainly human neuroimaging — for over 20 years. My favorite brain research topics are attention, “multisensory integration” or how your senses combine, neuroplasticity, and the neuroscience of positive emotions. I balance teaching with a busy research career that involves designing and conducting experiments, supervising student researchers, analyzing data, writing scientific manuscripts and writing grants. Besides brain research and teaching, I also love great music, inspiring art, and my family and friends. Visit me in my online office hours or make an appointment if you want to chat about course content or your interests in psychology or neuroscience.

I also want you to know that I am fully committed to experiencing our course material together, learning, questioning, and growing as a class community, even given across our physical distance. I will be trying new things, knowing that I will succeed at some of these, and fail at others. I hope we can communicate regularly so I know what is working and what isn't.

Instructor: Dr. Christina Karns, Ph.D.
I go by "Dr. Karns" or "Professor Karns" and use she/her/hers pronouns.
Email: ckarns@uoregon.edu

**Office Hours: Thursdays, 9 am to 11 am or by appointment,**
• Office Hours: [https://uoregon.zoom.us/j/96922152260](https://uoregon.zoom.us/j/96922152260)
• Office Hours Meeting ID: 969-2215-2260
• Call Office Hours one-tap mobile: +12532158782,,969922152260#

More about my research and teaching: [https://blogs.uoregon.edu/karns/](https://blogs.uoregon.edu/karns/)

**Graduate Teaching Assistants**
Your teaching assistants are so important for this course. They have an excellent background in psychology and neuroscience and will be striving to give you timely feedback on your assignments. They are available for office hours to help you with learning the material if you are struggling, or just to chat if you want to know more about their research, or what graduate school is like. Take advantage of this resource to get the most from your experience in the course!

Kavya Murthi
Email: kmurthi@uoregon.edu

Aubrey Rossi
Email: arossi@uoregon.edu

**COURSE DESCRIPTION**
Check the headlines! Opiate abuse epidemic. High rates of stimulant use by college students. Marijuana legalization. Psychedelic decriminalization. Mass incarceration of non-violent drug offenders. Wherever you fall on the spectrum of abstinence to addiction, these issues affect you and the people you know.

Through learning the neuroscientific basis of commonly used and abused psychoactive drugs, we will grapple with hard questions and challenge existing drug policies. Through a critical gaze on the past, we will look toward future reforms that could lead to a healthier and more just society.
In this course, students will learn foundational neuroscientific principles of psychoactive drug mechanisms, harms and benefits, addiction potential, and the intersecting implications for policy.

**LEARNING OUTCOMES**

You will gain foundational knowledge in:
- pharmacokinetics
- synaptic action
- brain systems
- harms to health/addiction
- medical application/benefits
- legal status/policy

You will apply this knowledge to:
- solvents
- sedatives
- stimulants
- opioids
- cannabis
- hallucinogens
- psychiatric medications

You will be able to:
- Explain how specific psychoactive drugs affect thinking, behavior, perception, and emotion.
- Identify the potential therapeutic benefits of specific psychoactive drugs
- Identify the potential adverse consequences of psychoactive drug use, abuse, and addiction
- Discuss, support, and/or critique definitions of abuse, dependence, and addiction
- Analyze and critique the cultural and political role that psychoactive drugs play in contemporary contexts

*Tentative Schedule below, check back frequently for updates.*
- Exam dates will not change unless absolutely necessary.
- Homework assignments are due on Canvas on Fridays at 11:59 pm.
- Exams and Papers must be submitted by 11:59 pm, the day they are due.

**COURSE EXPECTATIONS**

Let’s create a Learning Community together.
- You have many relevant experiences that have prepared you for this class. Keep in mind that there is a wide range of experience with these topics, and your experiences may vary from others. This diversity enriches our class discussions.
- Be patient with your classmates, and be open to their helpful insights that can maximize your learning.
- We have a variety of backgrounds in the course. Don’t be afraid to ask questions when you are struggling. You are probably asking on behalf of other students with the same questions!
- Step out of your comfort zone to be a real person. Be kind and supportive of your classmates and instructors during this unpredictable time. Be professional and respectful with any course-related communication

Our learning community is built on trust, respect, and accountability

**Trust**

My goal is to create a learning environment that is accessible and welcoming to all kinds of diversity, including but not limited to race, ethnicity, gender identity, sexual orientation, ability, age, socioeconomic status, religion, language, and culture.

Diversity is enriches everyone’s educational experience.
Please be respectful of diverse experiences and perspectives in this course, especially when we are discussing potentially sensitive topics – many of which arise in the study of psychology and scientific thinking. I'm always open to suggestions or concerns related to inclusivity.

**Respect**

It’s my privilege to teach you and I enjoy it. I take my responsibility seriously and do my best to make the material engaging and useful. Respect yourself and your time. Come prepared to learn for each live session. Do the readings, think about the material, and bring questions if you have them. This is a large class and there is a lot of material to cover each session. Stay up to date via Canvas.

**Accountability**

Assignments and exams keep you accountable to the readings and lectures. Participation points keep you accountable to the schedule. The term project allows you to develop your ideas. Exams assess your level of mastery.

**Class participation is essential to your success in this course.**

This course promotes active learning through discussion, in-class exercises and activity assignments. Participation in class is essential and will be tracked using the polling feature of Zoom and with in-class assignments.

For all course activities, you are expected to act with academic integrity. All work submitted in this course must be exclusively your own and produced exclusively for this course. For example, it is plagiarism to submit work in which portions were substantially written by someone acting as a tutor, editor, or work-for-hire. Exams are open book and open internet. You are expected to take your exam alone with high academic integrity.

- Plagiarism is also the inclusion of someone else’s product, words, ideas, or data as one’s own work. Sources must be acknowledged by the use of complete, accurate, and specific references. Verbatim statements must be enclosed in quotation marks.
- No resubmissions of written work produced for prior classes are allowed. Written work will be checked electronically for plagiarism, remaining in this course constitutes your consent to this process.
- If you are in doubt about your work, please consult with us, or seek assistance from the staff of Academic Learning Services (PLC 68; 346-3226).
- If cheating or plagiarism is discovered, then the university will be notified and appropriate action will be taken, which typically results in a failing grade for the course.

**STUDENT WORKLOAD**

*Workload:* There aren’t prerequisites for this course, but some of you have a fair amount of background in the brain, biology, or pharmacology. The first two weeks of the class will be easier for you. For others, there is quite a bit of studying before we can embark on the main content of the course – psychoactive drugs. We all need to have the same vocabulary so we can talk about the biological and behavioral effects of different classes of psychoactive drugs. Please work hard learning the material so you can keep up! Credits = 4 Generally speaking, each credit is one hour spent in class plus 3 hours outside of class. A 4-credit course would be 120 hours total. Putting in the time does not guarantee that you will learn the material. You need to be sure your studying methods are effective, that you self-assess your own knowledge, and that address any weaknesses by seeking out assistance in a timely manner. This course is not graded on a curve (though I reserve the right to curve when it benefits students). If you do the readings on time, attend lectures, take notes, ask questions when you are confused, and study effectively, I anticipate you will do well in this course.
Grading
Exams will assess and improve foundational knowledge gained. The exams will include multiple choice and short answer questions. These exams will allow students to demonstrate breadth of knowledge gained through class, homework, and readings.
Exams will be open for 48 hours and will be due by 11:59 pm on the due date. They are not timed and your progress can be saved.

Midterm Exams – The material in the course builds over time and so all exams are considered cumulative. However, there will be more questions from material that has not yet been tested.

Final Exam -- The final exam is cumulative and will cover the material from the entire course. However, there will be more questions from material that has not yet been tested.

Term Paper. The paper is due Thursday of Week 9. Submit your paper through Canvas. Do not email your paper to the instructor or GTFs unless you have technical problems with Canvas. Guidelines for project topics, format, expectations, etc. are posted on Canvas. Read these guidelines carefully. Late papers are penalized.
For this 7-page paper you will have a choice between a journalistic interview prompt, addressing a person’s experience with psychoactive drugs from a cultural context, OR a research paper using evidence to argue for a change to drug policy. Detailed instructions are in Canvas.

Reading Assignments The required books are accessible and engaging and you are responsible for completing all the readings. Although the reading load will be relatively demanding, it should be fun and rewarding to do. Material from the readings will be on the exams, and you will also apply principles from the readings to your activity assignments and papers.

Attendance/Participation You must participate in-class exercises to get credit for each day you attend the lecture. In-class exercises include multiple-choice polls within Zoom and other assignments to be turned in during class. In my experience live attendance is important for success in this course, but alternatives are available for occasional absences.

Homework You will be expected to build your skills consistently throughout the term. See the course schedule and assignment schedule for more details. You will receive specific written instructions for each homework assignment. They give you an idea of what to expect on exams but are shorter and count for less. Doing well on these doesn’t guarantee you will do well on the exam but it will likely give you a sense of what you know and what you need to study. There are also short reflective writing assignments that help you reflect on your own learning, or develop your thinking on difficult concepts. Your best bet for doing well on these assignments is to attend class regularly.

Homework Activity assignments must be submitted on Canvas by Friday 11:59 pm.
• The lowest two homework assignments will be dropped.
• There will be no late homeworks or makeups.
• If you miss a homework, that will count as one of your two dropped scores.

Objectives of Homework and Participation Questions:
• Feedback to me about how much you understand, and what concepts need more emphasis in class.
• Motivation to do the reading, show up to class, and pay attention.
• Consolidate concepts to help prepare for the exams.
Grading
Grades reflect both learning effort and mastery of the material...

Learning effort is subjective, but some aspects of it can be measured objectively by how often you participate, by whether you complete the assignments, and whether you put time into polished and professional papers turned in on time.

Mastery can be assessed by the depth of analysis you demonstrate in your papers and your performance on the exams. Before these assessments, you are responsible to check your mastery along the way by testing yourself, asking questions when you are confused, and seeking feedback on your thinking.

Many students feel that the material is advanced or that the pace is fast, others may find some content less challenging because they already have some background knowledge. Despite the variability, students who do the readings, complete all content, and ask questions will be able to master the material and succeed in the course. Typically, the top 20-25% of students earn A’s in the course. I may choose to curve grades upwards in your favor.

Grading Percentages

- 15% — Exam 1
- 20% — Exam 2
- 25% --- Final Exam
- 10% — Term Paper
- 20% — Weekly Homework
- 10% — Classwork: Participation

Total = 100%

- A+ for the top 1 or 2 students.
- A >= 93.9%
- A- >= 90.0%
- B+ >= 87.9%
- B >= 83.9%,
- B- >= 80.0%
- C+ >= 77.9%
- C >= 73.9%
- C- >= 70.0%
- D >= 60.0%
- F <= 59%

Grading cut-offs for the class may be curved upward if necessary. In general, the distribution of grades reflects what is typical for 300-level psychology courses.

Please see the psychology department guidelines for a description of the type of achievement that each grade signifies: [Link to external site]

Extra Credit: There are no extra credit opportunities for this course.

Accommodations
The Accessible Education Center (AEC) facilitates and supports access and inclusion for students with disabilities through collaboration and consultation with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability.

You are encouraged to contact the Accessible Education Center (uoaec@uoregon.edu, 541-346-1155) to discuss documenting your needs for accommodation for equal access to your education. Accommodations may be helpful for learning or medical disabilities. Reach out to us to discuss your accommodation needs.

With advance planning, most accommodations documented with the AEC are straightforward.

Some needs for accommodation may not fall under the purview of the AEC:
For example, if technology or reliable access to the internet will be a barrier for you, please reach out to us as soon as possible to discuss the potential accommodations that we can support. If short-term health, family-care, or work-related barriers are unusually difficult for you this term, please let us know as they
arise so we can discuss accommodations or alternatives. If English language learning is a barrier to your success in the course, reach out so we can discuss appropriate accommodations.

ACADEMIC INTEGRITY
Simply put: Don’t cheat and don’t plagiarize. You will be mad at me, and (hopefully) disappointed in yourself. It’s not worth it. If you have any questions about what constitutes academic dishonesty, please ask me.

We take academic integrity seriously. All work in this course must be your own. Cheating includes providing or accepting information on an exam or assignment or allowing someone else to copy your work. For example, lying about having turned in an assignment on time, is considered academic dishonesty and will be treated as cheating. Plagiarism means copying someone’s written work without proper citation (this includes your classmate’s work, scholarly articles, Wikipedia, or other websites). All instances of cheating and plagiarism will have serious consequences. You will receive a zero on the assignment and be reported to UO’s student conduct coordinator. If the offense is serious, you will also receive an F in the course.

For more information about academic misconduct, see the University Student Conduct Code at http://dos.uoregon.edu/conduct_. Additional information about plagiarism is available at http://researchguides.uoregon.edu/citing-plagiarism.

- **Technology:** You will need a reliable internet connection and device to access course materials, attend zoom meetings, and complete assessments. Your device will need the latest version of Zoom with the ability to use the UO Single Sign-On to access the meeting with your DuckID and the ability to participate in Zoom polls. A webcam or smartphone with a camera will be helpful for video meetings with your instructor, group meetings with classmates, online office hours, etc. If technology is a barrier for you, please reach out so we can discuss potential solutions. See also OneStop Student Resources.

- **Canvas** is the backbone of the course. Check Canvas frequently for updates as the schedule may change over the term. Additional required readings and materials will be posted on our Canvas site. Each week the lecture slides will be posted in Canvas.

- **Required Texts:**
  These two texts have been selected as complementary perspectives that will provide a reference for the material we cover in class. Both texts are low-cost. Together they are less expensive and more appropriate than a used college-textbook in neuropharmacology.

  - **Title:** Buzzed: Straight Facts about the Most Used and Abused Drugs (5th Edition)
    - Author: Kuhn, Cynthia M; ISBN-13: 9780393356465; Publisher: W. W. Norton & Company; Edition/Year: 2019
    - Suggestion -- the kindle version is $12 on Amazon; the paperback is $17 on Amazon
  
  - **Title:** A Primer of Drug Action: A Concise, Non-Technical Guide to the Actions, Uses, and Side Effects of Psychoactive Drugs
    - Suggestion -- the kindle version is currently only $12 on Amazon
    - *This edition of the book is out of print, low-cost used paperbacks are available online but are in short supply. The 2018 version is neither concise nor non-technical and is $80.

Additional readings and reviews will be posted to Canvas

You matter and you aren't alone. Look for the resources you need here -- or reach out to us if you don't see what you need here. [http://onestop.uoregon.edu](http://onestop.uoregon.edu)

**If you (or a friend) are in crisis and need to speak with someone now, please call:**
National Suicide Prevention Lifeline at 1-800-273-TALK -- they don’t just talk about suicide—they cover a lot of issues and will help put you in touch with someone close by.

**If you need information on treatment and where you can find it, you can call:**
Substance Abuse Treatment Facility Locator: 1-800-662-HELP or visit [findtreatment.samhsa.gov](http://findtreatment.samhsa.gov). The National Institute of Drug Abuse [NIDA] also offers information on how to help an adult or [teen/young-adult](http://teen/young-adult) friend or loved one.
A sample of local counseling and social service resources follows:

<table>
<thead>
<tr>
<th>Local Crisis Lines</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oregon Crisis Line</td>
<td>541-346-3227</td>
</tr>
<tr>
<td>Sexual Assault Support Services Crisis Line</td>
<td>541-343-7277</td>
</tr>
<tr>
<td>Whitebird Clinic Crisis Line</td>
<td>541-687-4000</td>
</tr>
<tr>
<td>Womenspace Crisis Line</td>
<td>541-485-6513</td>
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</table>

<table>
<thead>
<tr>
<th>Local Counseling</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>University of Oregon Counseling Center</td>
<td>541-346-3227</td>
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<tr>
<td>Center for Community Counseling</td>
<td>541-344-0620</td>
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<tr>
<td>Options Counseling Services</td>
<td>541-687-6983</td>
</tr>
<tr>
<td>Sexual Assault Support Services (SASS)</td>
<td>541-484-9791</td>
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<tr>
<td>Center for Family Therapy</td>
<td>541-346-0923</td>
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<table>
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<tr>
<th>Some Additional Campus Resources</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>UO Women’s Center</td>
<td>541-346-4095</td>
</tr>
<tr>
<td>Office of Affirmative Action</td>
<td>541-346-3123</td>
</tr>
<tr>
<td>Student Advocacy</td>
<td>541-346-3722</td>
</tr>
<tr>
<td>Multicultural Center</td>
<td>541-346-4321</td>
</tr>
<tr>
<td>LGBT Educational and Support Services</td>
<td>541-346-6105</td>
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</tbody>
</table>

I hope this is a helpful list, but we can’t assume any responsibility for the quality of services offered by the organizations listed.