

For Fatigue of Mind or Body

NAPPI'S

PHARMACOPOEIA

Drugs in Global History, History 1706

A Pleasant Tonic and Invigorator

Made from the freshest readings, most delicious discussions, and a healthy dose of stimulating lectures.

Recommended for

BOREDOM, GLOBALHISTORY-LESSNESS, DESPONDENCY, ETC.



Prof. Carla Nappi & Co.

Established FALL 2021

With expert teaching associates ...

Jim Sauls (your Graduate TA)

JDS226@pitt.edu

and

Corey Schultz (your Undergraduate TA)

CKS21@pitt.edu

Dr. Carla Nappi

Zoom Room: <https://pitt.zoom.us/my/carlanappi>

Easily reached by email at nappi@pitt.edu!

Available for **Office Hours** Mondays 11am-12pm & lots of other times by appointment!
(Just sign up on [this Google Doc](#) or send an email to set up another time.)

REFER MADNESS*

What

Welcome to the course! History 1706 explores the ways in which drugs, and ideas of what a drug is, have shaped global history since early modernity. Together, we will explore a pharmacopoeia full of global objects acquired both over-, behind-, and under-the-counter, from chocolate and Spanish Fly to Prozac and Red Bull. As a bonus, the course will also function as an introduction to historical methodology and historical writing. Each week, we'll take a drug or two as case studies to lead us into conversations about what "drugs" are, what they have been, why that matters, and how understanding the history of substances and their uses can help guide how we understand and live with our world and our bodies today.



Drug history is a history of the constant and necessary tension between the individual and the collective, the one and the many, the local and the global. Drugs are media with which we create ourselves in time and space and in relation to others, and thus in relation to changing concepts of what is "normal." (In this course, we will ask: What is the "normal," and what is the "human," and how have they typically been defined in contrast with something else?) Drugs are technologies with which we tell stories about ourselves, and who we want to be, and who we might become. They are tools for attempting to transcend selves and boundaries, and the fears that come with transgressing both. (A history of drugs is a history of efforts to transcend yourself, to define yourself, to protect yourself.) And, still, one important aspect of drug history is that there's no clear definition of what a "drug" is. We'll talk about that, as well.

Where/When...

In these COVID times, given the most recent guidance from Pitt, we're going to prioritize safety and our class will be online for the first two weeks. We will assume that we'll be in person after that, but ultimately we'll see what the official word is and adjust accordingly. With that in mind:

From Aug 31 – Sept 09:

Lectures: Tue & Thu, 10-10.50 AM, <https://pitt.zoom.us/j/99778081329>

Discussion Sections: 1. 1000: Thu 1-1.50 PM, <https://pitt.zoom.us/j/99932349847>
 2. 1001: Thu 2-2.50 PM, <https://pitt.zoom.us/j/99932349847>
 3. 1002: Thu 3-3.50 PM, <https://pitt.zoom.us/j/99932349847>
 4. 1003: Thu 4-4.50 PM, <https://pitt.zoom.us/j/99932349847>

* * That's "refer," not "reefer," which we will come to later. This section of the syllabus is for your reference. Get it? Ha! Buckle up for some high quality humor this semester!

From Sept 14 – Dec 9 (unless we hear otherwise from the university):
Lectures: Tue & Thu, 10-10.50 AM, 332 CL

Discussion Sections: 1. 1000: Thu 1-1.50 PM, 3701 Posvar Hall
2. 1001: Thu 2-2.50 PM, 3701 Posvar Hall
3. 1002: Thu 3-3.50 PM, 3701 Posvar Hall
4. 1003: Thu 4-4.50 PM, 3701 Posvar Hall

Course Objective

In this course, you will learn something about drugs in global history, and about yourselves. So say we all.

Organization of Course Content

The content is organized roughly chronologically (from early modernity to contemporary history), but each week we'll use a particular drug to explore a theme and related readings. It will be great.

Texts

There is no need to purchase books for the course. Instead, readings will be freely available for you to download through Canvas.

Some of the readings that I've chosen for you are meant to help familiarize you with important aspects of historical analysis. I've chosen many because they're unusual and inspiring, and they will help us collectively expand what we think of as the possibilities for doing courageous and imaginative historical work. You'll note, as we work through the term, that many of our course texts do not call themselves "history" works in the strict sense, and that is deliberate: as a historian I strongly support transdisciplinary practice – learning from and engaging with many different fields. Among other things, this will help you think hard about what makes something "history." Some of these texts might be disturbing. Some will change you. All of them are worth your time.

All About Canvas

To access Canvas: log into my.pitt.edu, click on the link for "Canvas," and navigate to the relevant Canvas course site.

Y'all should have access to two Canvas sites associated with this class: the main site (this will be named "2221 HIST 1706 SEC1080") and your individual recitation site (this will be named "2221 HIST 1706 SEC1000" (for Thu 1-1.50 pm), "2221 HIST 1706 SEC1001" (for Thu 2-2.50 pm), "2221 HIST 1706 SEC1002" (for Thu 3-3.50 pm), or "2221 HIST 1706 SEC1003" (for Thu 4-4.50 pm), depending on the course number of your recitation.

On the main Canvas site ("**2221 HIST 1706 SEC1080**"), you will find: the course readings, the syllabus, the weekly guides, class letters, and other course documents. Think of this as the course archive of materials that I'll share with you. You can navigate to the relevant section of the main Canvas site by clicking on the options listed down the left side of the page, as follows:

To access the syllabus on the main Canvas site: Click "Syllabus"

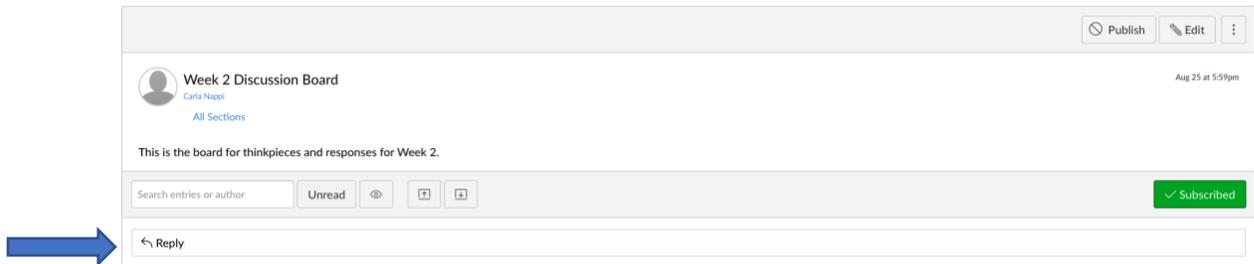
To access course readings, weekly guides, class letters, and other documents on the main Canvas site:

1. Click “Files”
2. Click the folder for the relevant week (e.g., “Week 1 Materials (Aug 31-Sept 02)”)

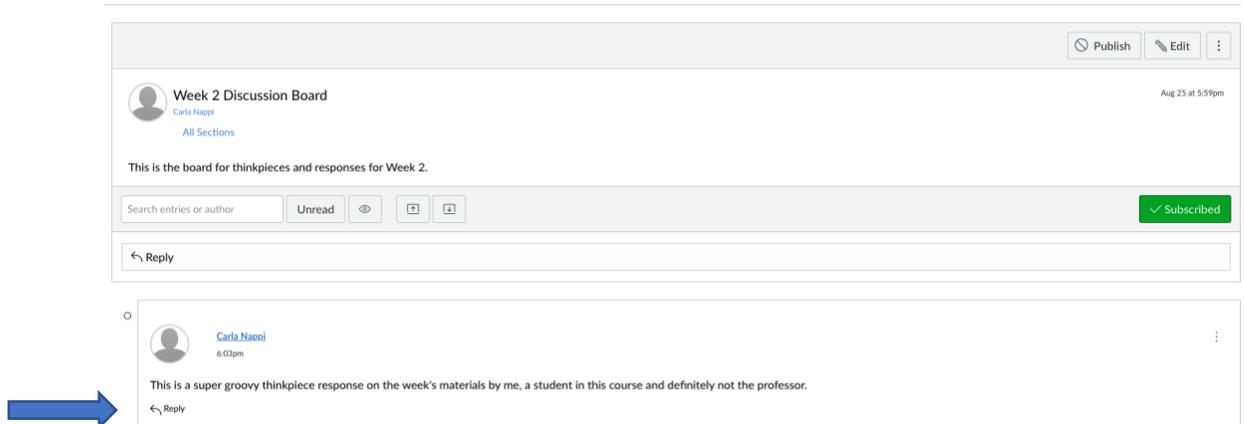
On the recitation Canvas sites (“**2221 HIST 1706 SEC1000**”- “**2221 HIST 1706 SEC1003**”) you will find the weekly thinkpiece discussion boards and any other recitation-specific materials that Jim will share with you.

To post thinkpieces/responses on your recitation Canvas site:

1. Make sure you’ve read the thinkpiece/response assignment on the Weekly Guide for that week.
2. Head over to your Canvas recitation site and click “Discussions”
3. Navigate to the discussion board for the week that you’re posting to. Each Friday, I’ll move the following week’s discussion board to “Pinned Discussions.”
4. To post a thinkpiece, click the link for “Reply” under the main heading, and follow the directions. You can also post attachments in your response.



5. To respond to another colleague’s thinkpiece, click on their thread, hit “Reply,” and post your response.



If you have tech trouble with the site (logging in, etc.), contact the Pitt IT helpdesk here: <https://www.technology.pitt.edu/247-it-help-desk>. If you have other questions about using the Canvas site, ask Carla or Jim.

The Importance of Checking Email

Y'all, **IT IS VITAL that you check your Pitt email regularly**, as email is the primary medium that we will use to contact you about the course. I (Carla) will be all up in your inboxes with Very Important (or sometimes Moderately Important) (or sometimes Not At All Important But Significantly Cat-Related) Email Things. I aim to check email twice per weekday (once in the morning, and once in the late afternoon), and not on weekends. If you send me an email after 5 pm on Friday, I will most likely respond Monday morning. Otherwise I aim for a 24-hour response time.

Assignments and Expectations:

- Come to class! Showing up – whether on Zoom or in person – is absolutely crucial. Please give the class your full attention while you're there. In lecture and discussion, please do not talk on your cellphone, text your friends or lovers, tweet at various former boy band members who now guest host shows in the Bachelor franchise, purchase unreasonable quantities of Oreos on your laptop, hold spontaneous séances to communicate with your departed pet gerbil, or have private conversations amongst yourselves. Let's all try to be there for each other, together, for that single hour at a time. While we're Zooming, if you're able to turn your camera on it really helps to foster a sense of community even as we're scattered across Pittsburgh (or wherever). I'll never require you to turn on your camera, but do know that I appreciate seeing your faces whenever possible. (It really does make a difference!)
- Thoughtfully do the reading for each class session! Class sessions will include lectures and recitations where we'll extend the issues that arose in lecture into discussions of the week's reading materials and the questions that they help us to think through. Please thoughtfully do the reading before recitation!
- Read the weekly guide each week and write a weekly thinkpiece (and occasionally thinkpiece response)! You are required to post a thinkpiece (AND occasionally also to respond to the post of one other student) every week, unless otherwise indicated by The Management.

****Starting in Week 2 of classes, thinkpieces must be posted each week by Wednesday at 1 pm** (unless otherwise indicated by The Management). When they are assigned, responses to a classmate's thinkpiece can be posted by Thursday at 1 pm (unless otherwise indicated).**

Thinkpieces are meant for you to have a space to think about the week's readings and issues before you come to the second lecture and recitation each week. Many thinkpieces will be designed to help you develop a particular critical reading and writing skill. Aim for about a page worth of material: they need not be any longer than 250-500 words, but you can take whatever space you need. You should feel free to use the space as creatively as you'd like: raise questions, work through something in the readings that particularly interested or troubled you, etc. But please be careful and thoughtful in your writing and show that you've done the assigned reading: **engage the reading directly and cite pages or passages where appropriate**. Aside from that, be as creative as you wanna be in approaching these thinkpiece assignments. Do your thing.

The thinkpieces are meant not only for us to have a sense of how you all are

thinking about each week's material before we meet, but also to make different kinds of space for us to hear as many voices in our class as possible. By posting on Canvas, you'll be sharing your reflections with each other. The audience for your work is thus the community of the class: that includes the teaching staff, but isn't just the teaching staff. You'll be writing and thinking for yourselves, for/with your teachers, and for/with each other.

In your responses to colleagues' posts, when they are assigned, please be respectful of each other. Your response does not need to be lengthy. It's intended to encourage you to begin discussion before you get to class, and to start forming an intellectual community with each other. Responses should be thoughtful: we're aiming for engagement beyond, "I agree," or "That's cool!"

- Take feedback into account when working on your reading/writing from week to week! There are many ways to receive feedback this term:
 - Each week, I will be reading the thinkpieces (yes, all of them!) and composing a collective class letter for y'all on the following Monday that reflects on some highlights and suggestions on what to work on. Sometimes that letter will be in writing, and sometimes I'll record a podcast or video for you. We'll see how we go.
 - **In addition to the class letter, **please make an appointment to talk with me about your writing at least twice this semester**, once in the first half of the term and once in the second half: at these periodic check-ins, we will talk about your thinkpieces so far, reflect on your writing goals, make some suggestions, and focus on what you'd like to work on, all one-on-one. A sign-up sheet is posted [at this Google Doc](#).
 - You are also absolutely welcome – nay, encouraged! – to come see me, Jim, and/or Corey as much as you'd like this term to talk about your writing.
 - If you want immediate (week-by-week) feedback on some aspect of your work, please ***email Carla that week*** after you post to say so. For example: "This week I tried to work on close reading, and I would appreciate feedback on that aspect of my writing!" or "This week I made an argument in an audio recording: can you listen and let me know if it makes sense?" In that case, just email me after you post it, and I'll happily respond. Thumbs-up emoji. Smiley-face emoji. All of the encouraging emojis.
- Complete three self-reflections! The grading system in this course works somewhat differently from what you might be used to. That'll be explained below. Because of that, you'll write **three self-reflections** over the term to reflect on your goals for the course and how you think you're doing in meeting or transforming them. These self-reflection assignments will be described in your Weekly Guides. You'll submit a written self-reflection to Carla at the beginning, middle, and end of the semester, and we will meet for a one-on-one conference at the end of the semester to talk about your final self-reflection together.
- Meet with Carla! This is just a repeat of what I mentioned above so that you don't miss it: as long as everything goes to plan, you should be meeting with me via Zoom for a one-on-one conference **THREE** times this semester. That means:

- ONCE in the *first* half of the term to talk about your writing
- ONCE in the *second* half of the term to talk about your writing
- ONCE at the very end of the semester to chat about your final self-reflection

Of course, you're absolutely encouraged to come see me in my Zoom room as much as you'd like. Just [sign up on the Google Doc](#) or email me to make a different appointment if none of those times work for you. You're also very warmly encouraged to take advantage of the office hours that Jim (your graduate TA) and Corey (your undergraduate TA) will be holding all semester: they are fabulous historians and are here to help you!

- BONUS: If you choose to take this option (and it is completely optional!) write a mini research paper into the topic of your choice in the second half of the term! For students who would like to dive deeply into a specific topic that is of special interest to them, in the second half of the course you will have an opportunity to do that. Corey will be holding special office hours devoted specifically to offering advice and guidance on this history paper option. We'll talk about this more as we get settled into the term.

On Grading

In this course, you are not competing with one another. There are no exams. You will not receive letter grades on individual assignments: instead, we will offer feedback in class letters and in individual discussions with you over the course of the term. You can expect feedback that looks like: here's what worked particularly well, here's what you should work on, next time try this or that. Carla will read the thinkpieces each week, and will respond to you all in a class letter, and will periodically touch base with you individually to talk about what you'd like to work on, what's going well, etc. And here is the really important grading-related thing that you need to know:

You will decide the final grade that you receive for the course.

You'll do this with the help of 3 periodic self-reflections, and we will talk about the final grade together in a one-on-one conference at the end of classes. And please do come to office hours to talk as often as you'd like. Your final self-grade is not a matter of what you think you deserve or want: it's entirely a matter of coming to a decision, with thoughtfulness and integrity, as to what grade your work has earned, taking the syllabus criteria below as a guideline.

If you complete all of the work (the reading, the writing, the class attendance and participation) thoughtfully and on time, that should constitute an **A range grade**. Here's what that will likely look like:

- Showing up: You came to the course sessions regularly. When you needed to be absent or late, you communicated this to me or to Jim (for lecture or discussion section respectively), in advance of the absence wherever possible. You listened attentively and vocally contributed to the conversation to the degree that you were comfortable doing so. You developed and reflected on your own goals for the term in 3 self-reflections and in meetings with me, allowing for the

probability that your goals would change over time as you did, and reflecting on that in the context of the course.

- Thoughtful and respectful participation: You (1) kept up with the reading in the course, and demonstrated that to our community through your (2) generous and respectful participation in the class discussions, and your (3) thinkpieces and responses. (In this course we will also acknowledge that not everyone is equally comfortable speaking up in class, and that's completely fine. I will work with you to help you develop your comfort in doing so: just let me know if this is something you'd like to work on this term and we'll do it together).
- Writing and reading: You completed all of the required thinkpieces and responses (including the final mini research paper option if you chose to do that) thoughtfully and (barring serious extenuating circumstances) on time. You followed the guidelines provided for each week's assignment and directly engaged the readings (citing evidence from them as appropriate).

If, at the end of the semester, you decide to assess your work for the term with a **B, C, or D range grade**, it will likely be because you didn't manage some or much of what is described above. We'll talk about that together. If you decide that you have earned a grade of **A+**, this should represent extraordinary work above and beyond expectations.

For the purpose of this class, a failing **F** grade isn't a grade as much as an acknowledgment that you did not show up and/or do the work. Submitting work that is plagiarized – work that is not your own and/or that you have copied from someone or somewhere else – effectively constitutes not doing the work and will result in a failure for the term.

****Important Note****: This self-grading scheme assumes presence and timely participation. Students who are consistently absent from class and/or who consistently don't submit the required work or participate in the self-reflection process will default to a final letter grade that I will assign, based on the work (including presence and participation) that the student has completed. In that case, I reserve the right to change or assign a final grade, where appropriate.

On COVID and Its Discontents

We're still in the midst of a pandemic, and navigating that entails some special notes and policies:

- Please make sure to visit <https://www.coronavirus.pitt.edu/> and familiarize yourself with Pitt's COVID-related policies and procedures. As our circumstances can change so rapidly, please make it a habit to check in on [coronavirus.pitt.edu](https://www.coronavirus.pitt.edu/) for updates each week. You can find information there on [Pitt's health rules](#), on what to do if you're [feeling sick or have tested positive](#), and more. We'll adjust as needed to Pitt's policies over the course of our term together.
- If you are feeling sick, or if you need to isolate or quarantine, please stay home! Rest! Focus on recuperation! Email me as soon as possible, and I and the teaching team will work with you to accommodate your absence and devise alternative assignments if need be.
- ***You are required to wear a mask in class***. As of the beginning of term as I type this, [face coverings](#) are required in class. If you are not wearing a mask that

covers your nose and mouth, you will be asked to leave class until you have obtained and are wearing a mask. In case of a refusal to mask in class, we will immediately stop the lesson and the class session will be over.

Policy on Late Work

Please hand in your work on time. Being in this course together means that we are agreeing to doing a number of things that keep our community working, and handing in work on time is one of those things. Here's why handing in work on time is important:

- It allows us to provide you with timely and thoughtful feedback. If you don't hand in materials on time, we will not necessarily be able to do that.
- It demonstrates respect for yourself and your colleagues, and allows us to benefit from your contributions to class.
- It keeps you on track in terms of the course workload.

Please hand your work in on time, even if it's not complete or doesn't do everything you wanted it to. Many of us have that experience, and have to battle demons of perfectionism. (Beliiiiieeeeeve me, I get it.) Rather than submit to those demons: please submit whatever you have when it's due, and we can sit down together with the little perfectionism demons afterward and bake them biscuits and put on some Netflix shows for them to binge, at least to distract them for a while even if they're not completely vanquished. If for any emergency-based reason it needs to be late, please let me know ASAP.

With all of that said, I understand that sometimes Life happens and when Life happens it can be impossible to complete your coursework on time. If Life happens to you, please contact me as soon as possible and we'll talk.

Respect and Academic Integrity

This is the language that I am required to put on the syllabus: "Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands- on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#)."

And this is me in my own voice: Because you are ultimately grading yourself based on your own sense of what your goals are and what you achieved relative to them (understanding and embracing the fact that they might change over time), there's really no need to consider turning in work that isn't your own. Honestly and truly. Please don't do that. If you find yourself experiencing the kind of stress that, in my experience, most often leads to plagiarism stemming from a worry that you don't have the time or ability to otherwise complete an assignment on time, come talk to me and we'll work it out. If you need more time, it's best to just take more time. If the assignments start feeling like a burden or a source of undue stress, come talk to me and we'll adjust as needed. In any given semester, most humans experience difficult circumstances of one sort or another that get in the way of coursework. That is completely normal. If you're having a hard time for whatever reason, please let me know and I'll work with you to accommodate it.

Statement on Disability Resources and Services

This is the official language that Pitt requires me to put on the syllabus: “If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.”

This is me in my own voice: I’m here to help. Please do let me know if you need any accommodations at all, for any reason, with or without official documentation. **You don’t need a doctor’s note for an absence**, in this class (and we’ll talk about why that is, in one of our lectures): just let me know what you need and I’ll do my best to accommodate. By prioritizing everyone’s health and wellbeing (e.g., making time for sufficient human stuff like sleep, eating, rest, etc., and that’s true of both students and the teaching staff!), we’ll make it all work.

General Education Requirements

This course meets the following University of Pittsburgh General Education requirements:

- **Historical Analysis** (To fulfill the University of Pittsburgh Gen Ed requirement in “Historical Analysis,” a course must help you “develop skills and methods by which to understand significant cultural, social, economic, or political accounts of the past.” We will do that here, and it will be fabulous.)
- **Global Issues** (To fulfill the University of Pittsburgh Gen Ed requirement in “Global Issues,” a course must help you “examine significant issues that are global in scale.” We will also do that here, and it will also be fabulous.)



WEEKLY SCHEDULE

This is a tentative plan for the term. The Management reserves the right to alter this as necessary over the course of the semester, depending on the needs of our class and to maximize general awesomeness.

The reading and writing assignments will typically be made available on our course website on Canvas at least one week before we discuss them, and will be described on the Weekly Guide that I will post each week. The reason I do this is to keep us maximally flexible: as we progress through the term, if it feels to all of us that we need more or less of a particular kind of material or discussion, or if it seems that everyone needs a break, this gives me the ability to do that for you and to change things up for peak fabulousity. And that, my colleagues, is what we are aiming for here: *peak fabulousity*.

Week 1		What is a “drug”? I: Introductions
Tuesday, Aug. 31	INTRODUCTIONS	
Thursday, Sept. 02	CHOCOLATE	
Week 2		What is a “disease”?
Tuesday, Sept. 07	MERCURY	
Thursday, Sept. 09	TOBACCO	
Week 3		Drugs and class
Tuesday, Sept. 14	ALCOHOL	
Thursday, Sept. 16	SUGAR	
Week 4		Performance enhancement I
Tuesday, Sept. 21	COCAINE	
Thursday, Sept. 23	GINSENG	
Week 5		On the history of pain
Tuesday, Sept. 28	OPIATES	
Thursday, Sept. 30	OPIOIDS	

Week 6		Cannabis fiesta!
Tuesday, Oct. 05	REEFER MADNESS!	
Thursday, Oct. 07	MEDICAL CANNABIS	
Week 7		Drugs, ritual, and appropriation
Tuesday, Oct. 12	PSYCHEDELICS I: LSD	
Thursday, Oct. 14	PSYCHEDELICS II: AYAHUASCA	
Week 8		Performance enhancement II
Tuesday, Oct. 19	CAFFEINE	
Thursday, Oct. 21	RITALIN	
Week 9		Drugs and the “normal” body
Tuesday, Oct. 26	LITHIUM	
Thursday, Oct. 28	PROZAC	
Week 10		All about vaccines
Tuesday, Nov. 02	GLOBAL DRUG TRIALS	
Thursday, Nov. 04	COVID VACCINES	
Week 11		Sleeping and aging bodies
Tuesday, Nov. 09	MELATONIN	
Thursday, Nov. 11	MEMORY, AGING, DEMENTIA	
Week 12		Drugs, sex, and gender
Tuesday, Nov. 16	BIRTH CONTROL	
Thursday, Nov. 18	VIAGRA	
Week 13		What is a “drug”? II: Conclusions
Tuesday, Nov. 30	PLACEBO	
Thursday, Dec. 02	CONCLUSIONS	

Week 14 & Exam Week **Wrapping Up**

** During the weeks of Dec. 07-09 (the last week of classes) and Dec. 14-16 (exam week), there will be no lectures or discussion sections: instead we will have final one-on-one conferences, barring another Zombie Apocalypse.