

Term Information

Effective Term Spring 2026
[Previous Value](#) Autumn 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Submit course for General Education Theme: Health and Well-being. Update course description and Learning Goals, update course content and syllabi for both in-person and Distance Learning sections (note, previously approved for Distance Learning, 2020)

What is the rationale for the proposed change(s)?

Updates to the course to incorporate current material and adapt the course for the GE Health and Well-being Theme.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Plant Pathology
Fiscal Unit/Academic Org Plant Pathology - D1178
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 3920
Course Title Psychedelic Studies: Neurochemistry, Plants, Fungi, and Society
Transcript Abbreviation Psychedelic Study
[Previous Value](#) *Psychedelic Stud*
Course Description This course covers information necessary for a foundational understanding of the psychedelic studies field, including relevant neurobiology, ethnobotany, chemistry, history, psychology, and policy debates.
[Previous Value](#) *A comprehensive examination of the growing psychedelic studies field, including the relevant chemistry, ethnobotany, history, neurobiology, psychology, and emerging policy options.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Less than 50% at a distance
[Previous Value](#) *Yes, 100% at a distance*
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	None.
Previous Value	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	26.0506
Previous Value	26.0305
Subsidy Level	General Studies Course
Previous Value	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior
Previous Value	Sophomore, Junior

Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes

- By the end of this course, students will: Course Learning Goal 1: Understand the basics of biology and ecology of psychedelic substances.
- Course Learning Goal 2: Understand the complex cultural and historical context of psychedelics and their associated ethnobotanical traditions, experimental applications, and underground persistence.
- Course Learning Goal 3: Develop an informed perspective about the changing field of psychedelic policy.
- Course Learning Goal 4: Appreciate principles of harm reduction to questions in psychedelic research and emerging policy.

Previous Value

- *Learning goal 1: Understand the basics of biology and ecology of psychedelic substances.*
- *Learning outcome 1.1: Demonstrate sophistication in using evidence to discuss basic and advanced concepts in psychedelic science.*
- *Learning outcome 1.2: Articulate the mechanisms responsible for producing the psychedelic effect and their ecological role.*
- *Learning goal 2: Understand the complex cultural and historical context of psychedelics and their associated ethnobotanical traditions.*
- *Learning outcome 2.1: Describe cultural traditions employing psychedelics and the core principles of ethnobotany.*
- *Learning outcome 2.2: Discuss the history of the controversy surrounding psychedelics and what constitutes the "psychedelic renaissance."*
- *Learning goal 3: Create novel questions in the changing field of psychedelic policy, and promote awareness of harm reduction.*
- *Learning outcome 3.1: Develop their own perspective on emerging policy changes regarding psychedelic plants, fungi and medicines.*
- *Learning outcome 3.2: Combine their knowledge of the biological, ecological, cultural, and historical perspectives to grasp the principals and practices of harm reduction and be able to explain the reasoning behind them.*

Content Topic List

- Introduction to Psychedelic Studies
- Neurobiology and Neurotransmitters
- Ethnobotany and Ethnomycology
- Peyote and Huachuma: Mescaline
- Psilocybin and Psilocin
- LSD, LSA, and Ergot
- N,N-Dimethyltryptamine
- Neurochemical Ecology
- Ayahuasca: DMT + -carbolines
- Tabernanthe iboga: Ibogaine
- MDA and MDMA
- Novel Psychedelics
- Modern History: MKULTRA
- Psychedelic Therapy
- Yarelix Estrada: Overdose Prevention
- Substance Use Disorder
- Post-Traumatic Stress Disorder
- Depression
- Mysticism & Initiatory Cults
- Consciousness
- Policy: Medicalization, Decriminalization, Legalization

Previous Value

- [Intro to Psychedelic Studies](#)
 - [Neurobiology](#)
 - [Chemistry and chemical compounds](#)
 - [Biology and ecology of psychedelic substances](#)
 - [Ethnobotany, ethnomycology, history](#)
 - [Psychology, addiction, therapy](#)
 - [Emerging policy options](#)

Sought Concurrence

No

Previous Value

Yes

Attachments

- PLNTPTH 3920 submission-health-well-being.pdf: GE Theme Course Submission Worksheet
(Other Supporting Documentation. Owner: Lewandowski, Monica Misako)
- GE Theme Health and Wellness PLNTPTH 3920 Psychedelic Studies In-Person.docx: In person syllabus
(Syllabus. Owner: Lewandowski, Monica Misako)
- GE Theme Health and Wellness PLNTPTH 3920 Online Syllabus.docx: Online
(Syllabus. Owner: Lewandowski, Monica Misako)
- Cover Letter March 2025.docx: Cover ltr and GEN Subommittee response
(Cover Letter. Owner: Lewandowski, Monica Misako)

Comments

- Response and edits based on Subcommittee feedback submitted. *(by Lewandowski, Monica Misako on 03/20/2025 10:57 AM)*
- Please see Subcommittee feedback email sent 04/25/2024. *(by Hilty, Michael on 04/25/2024 03:47 PM)*
- *(by Vankeerbergen, Bernadette Chantal on 04/01/2024 12:46 PM)*
- Minor revisions as per email message 15 March 2024

Revise as per COAA via email message 6 March 2024

Revise as per email message 20 February 2024 *(by Osborne, Jeanne Marie on 03/15/2024 01:57 PM)*

COURSE CHANGE REQUEST
3920 - Status: PENDING

Last Updated: Osborne, Jeanne Marie
03/20/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lewandowski, Monica Misako	02/09/2024 10:03 AM	Submitted for Approval
Approved	Benitez Ponce, Maria Soledad	02/09/2024 03:04 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	02/20/2024 01:06 PM	College Approval
Submitted	Lewandowski, Monica Misako	02/22/2024 10:20 PM	Submitted for Approval
Approved	Benitez Ponce, Maria Soledad	02/23/2024 09:43 AM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	03/06/2024 11:14 AM	College Approval
Submitted	Lewandowski, Monica Misako	03/15/2024 10:58 AM	Submitted for Approval
Approved	Benitez Ponce, Maria Soledad	03/15/2024 11:00 AM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	03/15/2024 01:57 PM	College Approval
Submitted	Lewandowski, Monica Misako	03/22/2024 12:48 PM	Submitted for Approval
Approved	Benitez Ponce, Maria Soledad	03/22/2024 02:25 PM	Unit Approval
Approved	Osborne, Jeanne Marie	03/22/2024 03:07 PM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	04/01/2024 12:46 PM	ASCCAO Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/01/2024 12:46 PM	ASC Approval
Submitted	Osborne, Jeanne Marie	04/01/2024 01:16 PM	Submitted for Approval
Approved	Osborne, Jeanne Marie	04/01/2024 01:16 PM	Unit Approval
Approved	Osborne, Jeanne Marie	04/01/2024 01:16 PM	College Approval
Revision Requested	Hilty, Michael	04/25/2024 03:47 PM	ASCCAO Approval
Submitted	Lewandowski, Monica Misako	03/20/2025 10:58 AM	Submitted for Approval
Approved	Bonello, Pierluigi	03/20/2025 03:57 PM	Unit Approval
Approved	Osborne, Jeanne Marie	03/20/2025 04:44 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/20/2025 04:44 PM	ASCCAO Approval

Cover Letter and Response to GEN Subcommittee

Revisions on GEN Theme: Health and Wellness PLNTPTH 3920 – Psychedelic Studies: Neurobiology, Plants, Fungi, and Society

To the Subcommittee evaluating potential GEN Theme: Health and Wellness courses,

After consideration of the Subcommittee's feedback on the PLNTPTH 3920 Psychedelic Studies GEN Theme: Health and Wellness worksheet, I have made several edits and changes to the syllabus. The Subcommittee's recommendations are in bold with my responses interspersed. References to the syllabus are bolded in my responses for clarity.

Consider incorporating more specific and intentional elements of health and well-being to outcomes 3.1C and 4.1C (page 3 in the syllabus), which would drive modifications to the aligned assessments and learning activities. They would also encourage adjustments to both the course and assignment descriptions to ensure students understand the connection between course activities and strategies that promote health and well-being at an advanced level.

Changes making health and well-being elements have been added to **Learning Goals 3.1C and 4.1C** on Page 3 of the Syllabus.

If concepts of wellness are integrated within the weekly reading reflections and class discussions, could the instructors provide the reviewing faculty a few examples of the reflection or discussion prompts for the weeks where health and well-being topics are emphasized?

Both the **Reading Reflection** and **Discussion Participation** assessments have been edited to better clarify this weekly integration on Pages 9 and 12. The concepts of wellness are already explicitly invoked throughout the course in classroom discussions surrounding the weekly readings. Example question prompts are numerous, but a sampling can be found below:

- How do concepts of healing and health in the Indigenous peoples who traditionally use [Peyote, Psilocybin Mushrooms, Ayahuasca, Ibogaine] compare with those in Western medicine?
- What past practices of the 20th Century application of psychedelics in psychiatry are likely to be discarded as psychedelics are reintroduced into contemporary treatments of mental health disorders? Which might be resurrected?
- How might spiritual or recreational use of psychedelic drugs relate to community or personal health and wellbeing? What safeguards and harm reduction strategies can we observe across cultures and substances?

- Why are double-blind placebo-controlled clinical trials the gold standard for modern pharmaceuticals? How does this standard pose challenges to the study and approval of psychedelic treatments for physical and mental ailments?
- Which policy models currently under review for the regulation of psychedelic drugs have the best outcomes for public health? What about individual wellness, cognitive or spiritual liberty?

The reviewing faculty ask it be clarified if students are either using Erowid to select a final project topic or if the course proposer is asking students to share their final project on Erowid? If it is the latter, the reviewing faculty would like to know if the course proposer has considered providing students with a few platform options for them to share their group project (e.g. PebblePad, u.osu.edu, etc.), as some students may not feel comfortable with associating their scholarly work with the full range of content shared via Erowid. Lastly, the reviewing faculty suggest the text discussing the role Erowid plays in the group project be clarified to avoid similar confusion by students.

The Subcommittee requested clarification in the syllabus regarding student engagement with the website Erowid. This has now been revised to eliminate misunderstanding and make clear that Erowid (and the newly added resource, PsychonautWiki) are to be used as a starting point for topic selection, not required forum posting or other student publishing of any sort. Updated language can be found on Page 10 in the **Group Presentation** assignment description.

The reviewing faculty are concerned about this course's accessibility to a general audience, especially for students in non-science majors, as the course readings, especially, appear to be a high-level and not suited towards a General Education audience. Given that this course is now seeking inclusion within the General Education, the course will enroll students with a potentially limited background within the sciences. They ask that it be made clearer how students of all backgrounds can successfully enroll and complete the requirements of the course. Additionally, they would like to see readings within the course identified that help prepare students for the more advanced and complex topics that they will be engaging within.

Although the Subcommittee suggested requiring a GEN Foundations: Natural Sciences course as a prerequisite, I do not think one is necessary. My rationale for resisting a prerequisite relates to the original rationale for this course's design. In 2020 there were no Psychedelic Studies courses in the United States offered to undergraduates, despite a resurgence of university research on psychedelics and mental health. So, I wrote the curriculum to address the needs of undergraduates, equipping students early in the course with essential nomenclature, core concepts, and relevant models for navigating the field.

I have taught introductory biology courses at OSU and Columbus Community College, and I have included **Appendix 1** showing examples of non-science majors engaging with or

applying science concepts relevant to Psychedelic Studies. Nevertheless, (and to address the substance of these concerns) I made changes to the syllabus in response to this suggestion by editing the required readings to remove optional enrichment readings. Additionally, I have edited the Course Schedule clarifying course structure. The **Course Schedule** is now divided into distinct sections, which are: **Foundations, Psychedelics, Guest Lectures, Modern History, Altered States, Mental Health,** and **Policy**. Finally, I have supplemented the course with short video resources to provide more background for students of all majors where necessary.

Referencing the ELOs of Natural Sciences courses, “ELO 1.1 Explain basic facts, principles, theories and methods of modern natural sciences, and describe and analyze the process of scientific inquiry.” I think I prepare my students well to do this. For example, a basic theory for understanding the highly varied effects of psychedelic drugs is that of Set, Setting, and Dose. In other words, psychedelic effects are modulated by pharmacological (Dose), psychological (Set), environmental and relational variables (Setting), so measures of toxicity and neurological action explored early in the course are then applied in each Psychedelics lecture as a lens to explain differences in subjective effects, onset, duration, and dose range.

Relevant psychological topics are explored cumulatively, beginning with varied concepts and narratives surrounding health and well-being, then dealt with directly in the Mental Health section discussing significant departures from mental health and well-being. Psychological and environmental variables relate to sensory input from surroundings, relationship, and beliefs about psychedelics, so Foundations include how cultural diversity in Indigenous taxonomies and epistemologies (e.g. Traditional Environmental Knowledge (TEK)), curing, and ecological relationship broadly contrast with Western scientific approaches.

Leaping off from TEK makes it easier for students to see themselves as a part of ecology, subject to evolutionary forces. Psychedelics are mostly plant and fungal secondary metabolites or their manmade derivatives. These are produced by organisms for their own purposes—all before humans evolved—and have been selected to target specific neuroreceptors of competitors or predators, enhancing fitness (see **Appendix 2** for example slides).

The Natural Sciences courses instruct students on how key events in science have influenced the growth of scientific knowledge and methods (ELO 1.2), how to responsibly apply scientific information (ELO 1.3), and how to evaluate ethical implications of scientific discoveries (ELO 2.2). This is reflected in my curriculum as the Psychedelics lectures are organized chronologically relative to each being encountered by Western scientific investigators and most emphasized in the **Psychedelics, Modern History,** and **Altered States** sections. Students are required to apply knowledge gained in the course to collaborate on a **Group Presentation** that comprehensively outlines a psychedelic not covered in class, emphasizing

harm reduction information, the highest quality (i.e. peer reviewed and/or first-hand accounts) scientific data available, and cultural context. Finally, bioethics themes are featured in this course alongside discussions of the history of mental health treatment, and its future. These are referenced throughout the course, but feature most prominently in the **Modern History, Altered States, and Policy** sections.

Psychedelic Studies is not only pharmacology or ethnobotany, it is a transdisciplinary¹ field. A more detailed account of the Foundations lectures—including readings that will prepare students for the more advanced and complex topics they will be engaging—should demonstrate that my students are well prepared to engage in the transdisciplinary material that follows them. The **first** of these **Foundations** lectures is an Introduction to Psychedelic Studies, which orients the student in the present moment, where psychedelics and psychedelic research have been revived and hyped into renewed cultural interest while still prohibited and criminalized. To begin, I lead students through an informal assessment of their baseline perceptual awareness. Then, I discuss course expectations before introducing basic vocabulary describing effects that typify psychedelics and their position in the taxonomy of psychoactive drugs—including an infographic situating psychedelics in the drug scheduling system as defined by the Controlled Substances Act. The reading is Devenot's (2011) *A Declaration of Psychedelic Studies*, the definitive outline of the field as distinct and transdisciplinary.

The **second Foundations** lecture is on Neurobiology and Neurotransmission, which walks the student through the basic units of neuronal anatomy. In this section, I outline the function of neuronal dendrites, soma, axons, and synapses using video clips, animated gifs, and diagrams to illustrate concepts. I discuss neurotransmitters and neuroreceptors (as well as their subtypes) using accessible comparisons like lock and key or hand-in-glove relationships to explain how drugs that share structural similarity with specific neurotransmitters can bind to their respective neuroreceptors and produce the same, or similar, action as the neurotransmitter that normally binds to the receptor. Additionally, I have added a video resource from Hank Green's respected science education series, CrashCourse on Synapses. The reading is Kelemendri et al's (2023) five-page *Primer on Psychedelics*. The authors state: "The purpose of this Primer is to provide those interested in the field of psychedelics with a concise and accessible overview of the scientific data."

The **third Foundations** lecture is on Ethnobotany and Ethnomycology, two subdisciplines of anthropology that are inextricable from history and Western scientific study of psychedelic-producing plants and fungi. The reading is from The Lancet, Celidwen and colleague's (2023) consensus statement, *Ethical principles of traditional Indigenous medicine to guide western psychedelic research and practice*. This is the first and only consensus statement from Indigenous peoples on psychedelic research and practice that expresses Indigenous relational values for interacting with and stewarding plant or spirit medicines. Combined with

¹ <https://www.uu.nl/en/research/transdisciplinary-field-guide>

classroom discussion geared towards clarifying readings and lecture topics, this foundations section of the course not only brings non-science majors up to speed but addresses potential gaps in the background of non-humanities STEM majors.

We discuss required readings in each class with the aim of answering student questions and relating it to concepts presented in lecture. Having taught this class every Spring and Autumn semester since 2020, I have had many students of various majors, both STEM and other. I have successfully brought students of all majors along with the mechanistic aspects of the course, including many Program 60 students, who participate nearly every semester. This is reflected by 8 semesters of final grades and reading reflection scores, most of which fall above a B on the OSU standard grading scale. These results show that the many non-STEM students I have previously taught can earn high marks with comparable frequency to STEM majors. You can see a graphical representation of this semesterly data in **Appendix 3**.

I hope the Subcommittee will consider offering Psychedelic Studies as a GEN Theme: Health and Wellness course and I grateful for their helpful comments and feedback.

Sincerely,

Brian Pace, PhD

Lecturer

Department of Plant Pathology

CFAES

The Ohio State University

Psychedelic Studies: Neurochemistry, Plants, Fungi, and Society Syllabus

PLNTPTH 3920 Spring 2026

Course Information

- **Course days and times:** Tues Thurs 2:20 p.m. – 3:40 p.m.
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Dr. Brian Pace
- **Email:** pace.115@osu.edu
- **Office location:** 475B Kottman Hall
- **Office hours:** by appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.
- **Guest Lecturers:** TBA

Course Prerequisites

None



Course Description

This course covers information necessary for a foundational understanding of the psychedelic studies field, including relevant neurobiology, ethnobotany, chemistry, history, psychology, and policy debates.

Psychedelic drugs have long been included in the ethnobotanic pharmacopeia of indigenous cultures, where they have been used for thousands of years in healing or religious pursuits. Their rediscovery by modern Western culture was met with scholastic acclaim, followed by social upheaval. Psychedelics were outlawed in the USA with the Controlled Substances Act of 1971 (followed internationally with the UN Convention on Psychotropic Substances). However, both indigenous and nonindigenous users of psychedelic drugs insist they convey multiple benefits to health and wellness. This has led to several US cities voting to decriminalize specific psychedelics, including psilocybin mushrooms and plant-derived drugs such as mescaline and dimethyltryptamine (DMT). Supervised consumption of psilocybin has been legalized at the state level in Oregon and Colorado. Psychedelic-assisted therapies are being investigated for intractable conditions such as addiction, PTSD, and treatment-resistant depression. Although the Food and Drug Administration rejected the first psychedelic treatment application in history, two others have been granted “breakthrough therapy” status. With the so called “psychedelic renaissance” in full swing, psychedelics seem to be everywhere: on the New York Times Best Sellers, in popular shows and documentaries on Netflix and other streaming outlets, and as a part of research programs at dozens of universities (including this one). Do psychedelics promise a new paradigm in mental health or are these the overhyped promises of overeager users? Regardless, prohibition has left information about psychedelics is scattered across many disciplines, and genuine therapeutic and harm reduction questions remain. Gaps in basic functional knowledge persist, underscoring a need to synthesize cross disciplinary texts, clarify fundamental concepts, and situate within sociopolitical context. Addressing these gaps will help students to navigate a chemical landscape of competing health claims and make sense of emerging treatments.

Learning Goals & Outcomes

By the end of this course, students will successfully be able to:

- **Learning Goal 1C (C = Course-specific):** Understand the basics of biology and ecology of psychedelic substances.
 - **Learning outcome 1.1C:** Demonstrate sophistication in using evidence to discuss basic and advanced concepts in psychedelic science.
 - **Learning outcome 1.2C:** Articulate the mechanisms responsible for producing the psychedelic effect and their ecological role.
- **Learning Goal 2C:** Understand the complex cultural and historical context of psychedelics and their associated ethnobotanical traditions, experimental applications, and underground persistence.
 - **Learning outcome 2.1C:** Describe cultural traditions employing psychedelics and the core principles of ethnobotany.



- **Learning outcome 2.2C:** Discuss the history of the controversy surrounding psychedelics, including issues facing the current “psychedelic renaissance.”
- **Learning Goal 3C:** Analyze novel questions in the changing field of psychedelic policy.
 - **Learning outcome 3.1C:** Develop an nuanced perspective on how emerging policy models regarding psychedelic plants, fungi, and medicines are likely to impact public health and individual wellness by combining biocultural, therapeutic, and historical information about psychedelics.
- **Learning Goal 4C:** Apply principles of harm reduction to questions in psychedelic research and emerging policy.
 - **Learning outcome 4.1C:** Explain the reasoning behind the principals and practices of harm reduction and how they relate to public health, safety, and individual wellness outcomes.
- **How Students Meet the Outcomes:** This course fulfils these learning outcomes by requiring students to synthesize material from several disciplines across both the natural and social sciences as well as the humanities so that they develop a holistic and integrative perspective concerning psychedelics research and the changing public policy surrounding them. Students are encouraged to delve deeper into aspects of course material that interest them, an emphasis that can be reflected in written work and group projects. You, as a student, are expected to integrate class lectures, discussion activities, readings, assignments and class activities to achieve the full learning experience.

General Education Expected Learning Outcomes

As part of the Health and Wellbeing theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Specific Learning Goals and Outcomes of the Health and Wellbeing Theme

- **Learning Goal 1H (H = Health and Wellbeing Theme):** Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
 - **Outcome 1.1H:** Engage in critical and logical thinking about the topic or idea of the theme.
 - This course fulfills this learning outcome through regular classroom discussions covering broad concepts and cutting-edge peer reviewed research and policy developments, supplemented by perspectives from expert guest speakers, weekly written reading reflections, and a group presentation or archival project—all of which are designed to deeply engage students on the subject matter. Additionally, this outcome will be directly assessed through essay questions included in each exam.



- **Outcome 1.2H:** Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
 - This course fulfills this learning outcome by requiring students to collaborate and use peer-reviewed literature and archival materials to deeply explore a psychedelic drug or topic area not covered in lecture by means of a group research project culminating in a class presentation. Presenters must be prepared to discuss their research by expanding on their topic beyond the presentation through discussion and Q&A, as well as provide an annotated bibliography in advance of their presentation.
- **Learning Goal 2H:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
 - **Outcome 2.1H:** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
 - This course fulfills this learning outcome by means of an interdisciplinary approach which pulls together relevant information from psychopharmacology, ethnobiology, the humanities, and policy analysis. The nature of the course is such that lecture topics often relate to out-of-classroom experiences and prior course work, which are actively explored through student engagement with course subjects in discussion and reading reflections. Reading reflections of assigned readings or expert presentations are required to go beyond mere summary of the work, instead drawing upon student knowledge and experience to render its significance to them on a personal level.
 - **Outcome 2.2H:** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
 - This course fulfills this learning outcome through the progression of lecture material, increasingly nuanced regular classroom discussions, reading reflections, and a culminating final group project. During the group project students are required to complete a personal reflection that has them assess themselves, their work, and their progression with the material through the course.
- **Learning Goal 3H:** Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)
 - **Outcome 3.1H:** Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
 - This course fulfills this learning outcome through lectures and readings on psychedelics—encompassing past and emergent perspectives—as they relate to neuroscience, psychopharmacology, ethnobiology, the humanities, therapy, commerce, and policy.



- **Outcome 3.2H:** Identify, reflect on, or apply strategies for promoting health and wellbeing.
 - This course fulfills this learning outcome through biweekly written reading and speaker reflections, regular classroom discussions, and a group project or archival project which challenges students to evaluate material not explicitly covered in readings or lectures. Additionally, course material is geared towards critical engagement with concepts in wellness, medicine, personal health, harm reduction, pharmaceuticals, criminal justice, and public health policy.



How This Course Works

Mode of delivery: This is a lecture-based course delivered 100% online. There is a required synchronous (real time) session in Zoom each week on Tuesdays and Thursdays from 2:20 p.m. – 3:40 p.m. Most lectures will be both live and interactive with occasional pre-recorded lectures that replace regular meeting times. The rest of your work is found in Carmen and can be completed around your own schedule during the week.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. This course will provide lecture PowerPoints before each class as well as required readings that will be necessary to grasp in-class discussions. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average. This includes studying, reviewing and editing notes, discussing with fellow students, etc. and does not equate to assignments and work activities.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance:**
You are expected to attend lecture in Carmen Zoom each week. Assignments and announcements will be accessible on Carmen Canvas. During most weeks you will probably log in many times. Class discussions are part of every session and are part of your grade. While the course is synchronous, if you miss a lecture, the Zoom recordings will be posted each week online. Please email the instructor if you have an excused absence. If you have a situation that might cause you to miss an entire week of class or an exam, discuss it with me *as soon as possible*.
- **Live Zoom Sessions: Required**
All live, scheduled events for the course are required. This includes lectures. All lectures and scheduled guest speakers for the course are required. Discussion follows each lecture, and regular participation in discussions is a part of your grade, so come prepared with questions and comments to keep things moving along and interesting. If you miss them, you may miss valuable information about the course content, upcoming exams, and other aspects of the course.
- **Office hours: Optional**
Office hours are optional and are by appointment only over zoom. While completely optional, we encourage students with questions to take advantage of office hours by making and appointment via email. Please contact me at least 3 business days before you would like to meet.



Course Materials, Fees and Technologies

Required Materials and/or Technologies

- This course uses many sources for readings and discussions. All course materials will be provided through CarmenCanvas either through the OSU library or in another accessible format in accordance with fair use. A full list of readings can be found at the end of this document or on CarmenCanvas in the student resources module.
- All technologies needed for this course are provided through OSU. You will need access to a computer that can run Zoom and Microsoft software.

Recommended/Optional Materials and/or Technologies

- N/A

Fees and/or Additional Requirements

- N/A

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.



- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Percentage %
Biweekly Reading Reflections	26%
Group Presentation	15%
Discussion Participation	9%
Exam I	15%
Exam II	15%
Final Exam	20%
Total	100%
Extra Credit	2%

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Biweekly Reading Reflections

- Learning outcomes: 1.1C, 2.1C, 2.2C, 3.1C, 4.1C, 4.2C, 1.1H, 2.1H, 2.2H, 3.1H, 3.2H

Description:

Readings are assigned for each lecture, and every two weeks students are responsible for submitting written reflections on the material. Reflections will be at least two, no more than four double spaced pages focusing on one of the readings or guest speaker presentations. Students are expected to relate reading topics to their own personal perspectives and out-of-classroom experiences. Grading will account for accuracy, comprehension, and application of course concepts. There will be 6 reading reflections, each worth 20 points. These 6 reading reflections will make up 26% of your final grade. Students are expected to cite their work, but citations will not be counted towards the required page length.

How to submit this assignment:



Students submit their reflection to the named Reading Reflection assignment box on CarmenCanvas by Friday at 11:59PM each week (see course schedule).

When to submit this assignment:

Reading Reflections will be submitted on each Friday of the semester by 11:59 p.m. (see course schedule)

Rubric for each Reading Reflection:

Criteria	Ratings			Points
	Unsatisfactory	Good	Excellent	
Criteria 1	0-10 pts Not completed. No citations, little evident comprehension of paper, inaccuracies, below required length.	12-16 pts Adequate treatment of paper, lacking citation, or missing a key concept. The depth of the reflection is adequate but does not incorporate a personal aspect in the reflection.	18-20 pts Paper is clearly understood and considered. Cited, attention to concepts and quality. Depth of reflection on the topic goes beyond a summary of the work and incorporates personal experiences or relation to prior studies.	20
Total				20

Academic integrity and collaboration: Quotations are encouraged for clarity, but overly lengthy excerpts must not be used to meet the minimum reflection length. Other readings from class or beyond are fine to reference, so long as they are appropriately cited (works cited section does not count towards page length). Your citations must follow MLA or APA style and the selected style must be consistent throughout this assignment.

Group Presentation

- Learning outcomes: 1.1C, 1.2C, 2.1C, 2.2C, 3.1C, 4.1C, 4.2C, 1.1H, 1.2H, 2.2H

Description:

Students will work in small groups to research and present on a psychedelic substance **or** topic in psychedelic studies not explicitly covered as a lecture topic. To meet the criteria for this presentation, psychedelic drugs will —at minimum—have a page on [Erowid](#) and may not duplicate other student groups presentations. Research topics not focused on a specific psychedelic drug are required to include engagement with physical, archival documents and include materials not previously digitized or widely available. All topics must receive prior instructor approval. Group topic selection will be granted on a first-come-first serve basis. Presentations will be no more than 10 minutes, delivered in class, and reviewed by peers. Students will be required to provide constructive feedback for 2 presentations, as well as assess the performance of the contributions of their group members. Additionally, students will need to individually submit an at least one no more than 2-page (double spaced) reflection that assesses

themselves as scholars in the field of psychedelics, their work during this group presentation, and their progression with the material through the course.

How to submit this assignment:

An electronic version of the presentation slides for this assignment will be submitted in the named group assignment box on CarmenCanvas. Only one group member will need to submit the presentation to the CarmenCanvas group assignment box. Presentations will be delivered live during class time. Student reflections will be submitted individually and electronically to the Group Presentation Reflection assignment box on CarmenCanvas.

When to submit this assignment:

The group presentation slides, and reflection are due by 11:59 p.m. of the due date (see course schedule).

Rubric:

Criteria	Ratings			Points
	Unsatisfactory	Good	Excellent	
Criterion 1: Presentation Slides	25 or less pts Haphazard design, too much text or too large images. Inaccuracy. Light on substance. Lack of citations.	35-40 pts Balanced sections and effective use of figures and graphs to replace text. Text is concise.	41-50 pts Aesthetically pleasing and functional. Clear legends on figures and graphs, complete citations.	50
Criterion 2: Presentation Delivery	13 or less pts Unrehearsed. Overtime. One group member dominates while others remain quiet. Lack of effort answering questions.	14-20 pts Well-paced, on time, with all members contributing. Questions engaged.	21-25 pts Polished and economical. Presenters demonstrate knowledge confidently communicated. Q&A well-executed and additional information provided	25
Criterion 3: Self and group-Reflection	13 or less pts Not completed. Little evident reflection on the required areas. below length.	14-20 pts Student reflection assesses most of the required areas adequately but not completely or does not show much depth to the reflection.	21-25 pts The reflection provides an assessment of the student as scholars in the field of psychedelics, their work during this group presentation, and their progression with the material through the course. It is within the	25



			required length and has depth of reflection.	
Total				100

Academic integrity and collaboration: Your assignments must be your own original work. Your citations must follow MLA or APA style and the selected style must be consistent throughout this assignment. Getting help on; collaborating or completing the assignment with others and open book research for this assignment is permitted and encouraged. Copying or reusing previous work for this assignment is not permitted.

Discussion Participation

- Learning outcomes: 1.1C, 1.2C, 2.1C, 2.2C, 3.1C, 4.1C, 4.2C, 1.1H, 2.2H, 3.1H, 3.2H

Description:

Student participation will be assessed by written and spoken contributions and questions during class each week. Throughout the class, students will be expected to substantively engage with questions posed for discussion during or after lecture. Students are expected to relate their personal out-of-classroom experiences and prior course work to the topics being discussed to further engage themselves and others in the discussion. On days where guest lecturers present, students will be expected to come to class prepared with questions relevant to the work of the guest presenter.

How to submit this assignment:

This assignment is submitted by attending and participating in the discussions that take place during class following the lecture content. The instructor will be monitoring the discussions and using the outlined rubric to assess each student as the live sessions are in progress. Cameras are required to be turned on and functioning during class discussions. Students are encouraged to use the virtual backgrounds provided by OSU or to blur their backgrounds during discussions while cameras are required to be turned on. OSU virtual backgrounds can be found here:
<https://www.osu.edu/downloads/zoom-backgrounds.html>

When to submit this assignment:

This assignment will be completed during the live synchronous sessions. Attendance is required and due to the nature of the assignment, no make-ups are available. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

How you are evaluated:

Your weekly grade will reflect your participation in at least one of the two live sessions. Your participation with the highest marks will be the one counted for the week. Weeks that contain an exam will not have discussion participation requirements. Points accrued will reflect the quality and level of participation in the conversation. The instructor will be monitoring the discussions and using the outlined rubric to assess each student as the live sessions are in progress.

Rubric:

Criteria	Ratings			Points
	Unsatisfactory	Good	Excellent	
Criterion 1 Discussion Participation	0-2 pts Absent. Little to no participation or engagement lacking substance or forethought.	3-4 pts Posing relevant questions, sharing cogent points.	5 pts Providing thoughtful questions or insights, engaging student or instructor points.	Highest point value 5
Total 9 full weeks x 5				45

Academic integrity and collaboration Your thoughts must be your own. Getting help on; collaborating or completing this assignment with others and copying or reusing previous work for this assignment is not permitted. However, you are encouraged to use open book research and to verbally cite your sources.

Exams (Including the Final)

- Learning outcomes: 1.2C, 2.1C, 2.2C, 3.1C, 4.1C, 4.2C, 1.1H

Description:

Exams will comprise of a mix of matching, True/False, multiple choice, short answer, and essay questions. You are permitted one sheet of single-sided notes formatted as single-spaced, 12pt text in Times New Roman font with 1-inch margins. If notes are used, they must be submitted electronically in the notes assignment box in CarmenCanvas that will be in the module with the exam CarmenCanvas quiz.

How to submit this assignment:

Your exam will be completed in the form of a CarmenCanvas quiz. You will find this quiz in the weekly module in which the exam takes place. (See course schedule for details). Make-up exams will be permitted on a case-by-case basis. The submission area for your notes will also be found in this module. You will also be required to show your notes to the camera during the Proctorio environmental scan. Your screen activity and web traffic will be monitored by Proctorio. In addition, you will only be permitted to use one screen and you will not be able to open new tabs once the exam has started.

When to submit this assignment:

You will have an exam window of 3 days to complete your exam. You will have 80 minutes from the time you enter the exam to complete and submit your work, but you will be able to take your exam anytime within the 3-day window. You must complete your exam in one setting.

How you are evaluated:

There will be 3 exams total in this course: Exam 1 will be worth 15% of your final grade, Exam 2 will be worth 15% of your final grade, and a final that will be worth 20% of your final grade.

Academic integrity and collaboration: Exam answers must be your own work. Collaborating on

answers is not permitted and will be considered cheating. Searching the internet during this exam is not permitted.

Extra Credit

- Learning outcomes: 1.1C, 1.2C, 2.1C, 2.2C, 3.1C, 3.2C, 1.1H, 1.2H

Description:

An **instructor-approved** myth or common misconception about psychedelics, psychedelic plants, or psychedelic fungi will be investigated by the student. Format will be like the Reading Reflections, will be at least one but no more than two double spaced pages focusing on the origins and veracity of the myth, including at least 5 citations, with a preference for peer-reviewed journals (although forum posts and grey literature may be necessary). Citations do not count towards your required page length. Grading will account for accuracy, comprehension, and application of course concepts. Points will be treated as a Reading Reflection, so it's a great opportunity if you missed one.

How to submit this assignment:

Students submit to the named Extra Credit assignment box on CarmenCanvas. Email me to get your topic approved.

When to submit this assignment:

Students must submit their extra credit by 11:59 p.m. on the Friday of the last full week of the semester.

Rubric:

Criteria	Ratings			Points
	Unsatisfactory	Good	Excellent	
Criterion 1	0-5 pts Not completed. No citations, little evident comprehension of the controversy, inaccuracies, below length.	6-8 pts Adequate treatment of paper, lacking 5 citations, or missing a key concept	9-10 pts Origin and veracity is clearly explained and considered. Cited, attention to historical context and testable facts.	10
Total				10

Academic integrity and collaboration: Your assignments must be your own original work. Your citations must follow MLA or APA style and the selected style must be consistent throughout this assignment. Quotations must not be used to meet the minimum assignment length.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Late submissions are only accepted without point deduction in cases of emergency (illness or injury, family emergency) and students must communicate as soon as possible with the instructor when situations arise. Late submissions without prior communication with the instructor, will have 20% of the total points deducted for each day its late (five days late will receive zero points). Since all assignments are submitted through Carmen, Carmen time stamp at submission will be used to determine tardiness. If a student finds that they need long term support that is COVID-19 related, please see the “Student COVID related accommodation process” in the Disability Services section of this syllabus.

Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address (pace.115@osu.edu). I will reply to emails within **24 hours** on days when class is in session at the university. Again, this is also how you will schedule office hours if you choose to take advantage of them.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the Q&A discussion board once mid-week and once at the end of the week. This discussion board is ungraded and serves as a helpful resource for students to communicate with me and other about problems they may be experiencing either with the content or the course at large.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+



60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we will communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Communication style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation, and remain on topic. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm isn't the best way to advocate for ideas. Politeness is free.
- **Citing your sources:** Please cite your sources in a consistent format in all written work. Be consistent, but use a common format for academic work (e.g. APA, MLA). For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and video or a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions you are required to have your camera on and recommended to have your mic active as often as possible. Having cameras and mics on will help you get the most out of activities. You are always welcome to use the [free, Ohio State themed virtual backgrounds](http://www.osu.edu/downloads/zoom-backgrounds.html) (www.osu.edu/downloads/zoom-backgrounds.html). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

A word on use of Large Language Models (LLMs)

Application software services like ChatGPT can now produce essays that could be confused with the work of rather tiresome and slightly befuddled human beings, albeit with decent grammar. Nevertheless, these digitally-generated works of prose are reliably separable from the efforts of thinking, breathing *Homo sapiens* by several means, not in small part through the peculiar traits that make up our unique personalities and perspectives. Writers often call this 'voice' and it reflects our emotional state, imagination, lived relationships, and experiences—things absent from large language model interfaces (often erroneously called "AI" by those marketing them). **The use of LLMs, ChatGPT, "AI" or similar tools to generate written work is not permitted in this class.** Don't try to replace yourself with a machine—it's not like they know what to make of psychedelics more than we do anyway.



University Policies

Academic Integrity Policy

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor/advisor.

Zoom video/audio recording:

This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Safe and Healthy Buckeyes:

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (safeandhealthy.osu.edu). Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Want some guidance regarding Excused Absences in the COVID-19 Pandemic?

Check out: ugeducation.osu.edu/sites/default/files/links_files/Excused%20Absences%20Covid_08-28.pdf

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate based on age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu.

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.



Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- odi.osu.edu/
- odi.osu.edu/racial-justice-resources
- odi.osu.edu/focus-on-racial-justice
- cbcs.osu.edu/

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at go.osu.edu/principlesofcommunity. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (equityandinclusion.cfaes.ohio-state.edu). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at equity.osu.edu.

Land Acknowledgement Statement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Counseling and Consultation Services/Mental Health

(Statement available at: ccs.osu.edu/supporting-your-student/faculty-and-staff)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younklin Success Center and 10th floor of Lincoln Tower (Columbus). You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Columbus campus - For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

Religious Accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Weather or other short-term closing

Following Policy 6.15 Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

In-person proctoring alternatives

Students may request an in-person proctoring alternative to Proctorio or other online proctoring tools. The student is expected to contact the instructor as soon as possible to coordinate the accommodation. Students will not be permitted to take remotely proctored exams in their homes or residence halls unless they are willing to conduct a room scan. By choosing to take the exam in their home or residence hall, the student is consenting to the room scan of the area in which they take the exam.

Disability Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic,

or temporary medical conditions), please let me (instructor/advisor) know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information:

- Email: slds@osu.edu
- Phone: 614-292-3307
- Website: slds.osu.edu
- Address: 098 Baker Hall, 113 W. 12th Avenue

Course Schedule

Refer to the CarmenCanvas course for exact due dates. All Reading Reflections are to be submitted to the CarmenCanvas assignment box by 11:59 PM on Friday of the week listed.

Date	Topics	Readings	Videos and Deadlines
Tu 1/7	Foundations: Introduction to Psychedelic Studies	Devenot 2011	
Th 1/9	Foundations: Neurobiology & Neurotransmitters	Kelemendri 2023	Green 2015
Tu 1/14	Foundations: Ethnobotany & Ethnomycology	Anderson et al 2011; Palmer & Horowitz 2000	Schultes 1990
Th 1/16	Psychedelics: Peyote & Huachuma: Mescaline	Jay 2019	Reading Reflection 1
Tu 1/21	Psychedelics: Psilocybin & Psilocin	Letcher 2006; Stamets 1996	
Th 1/23	Psychedelics: LSD, LSA, and Ergot	Pendell 2005; Lee and Shlain 1985	
Tu 1/28	Psychedelics: N,N-Dimethyltryptamine	St. John 2015; ∞Ayes 2001	Reading Reflection 2
Th 1/30	Psychedelics: Ayahuasca	McKenna et al. 1998; Beyer 2010	
Tu 2/4	Exam I		
Th 2/6	Psychedelics: Ibogaine	Ndoua and Vaghar 2018; Brown 2013	
Tu 2/11	Psychedelics: MDA & MDMA	Shulgin & Shulgin 1991	Reading Reflection 3
Th 2/13	Guest Lecture: Dr. Jason Slot Neurochemical Ecology	Meyer and Slot 2023	
Tu 2/18	Modern History: Psychedelic Therapy	Stolaroff 2004	
Th 2/20	Modern History: MKULTRA	Kinzer 2019	
Tu 2/25	Altered States: Belief and Suggestion	Pace and Devenot 2021	Reading Reflection 4
Th 2/27	Guest Lecture: Dr. Neşe Devenot	Leary 1968	
Tu 3/4	Altered States: Mysticism & Initiatory Cults	Crowley 2019; Dannaway and Piper 2006	
Th 3/6	Altered States: Consciousness	Kent 2010; Yaden et al. 2021	Sjostedt-H, 2018
Tu 3/11	Exam II		

	Guest Lecture: 5-MeO-DMT, Rafaelle Lancelotta	Lancelotta 2022; Ortiz et al. 2022	
11	Mental Health: Depression	Muttoni et al. 2022	
	Mental Health: Substance Use Disorder	Mendes et al. 2022	
12	Mental Health: Post-Traumatic Stress Disorder	Krediet et al 2020; Marks 2024	Reading Reflection 6
	Guest Lecture	TBA	
13	Policy: Medicalization	Noorani 2020	
	Policy: Decriminalization	Netherland et al. 2022	
14	Policy: Legalization	Siegel et al. 2022	Extra Credit
	Group Presentations and Final Discussion		
Final Exam will follow OSU final scheduling			

Course materials

Available in full or excerpted on Carmen:

Video Resources

CrashCourse (Green, H.). 2015. The Nervous System, Part 3—Synapses!: Crash Course Anatomy & Physiology #10. <https://www.youtube.com/watch?v=VitFvNvRIIY>

Schultes, R.E. 1990. Richard Evans Schultes—The Father of Modern Ethnobotany. Cambridge, Massachusetts. <https://youtu.be/1lxtn7zbQfw?t=577>

Sjostedt-H, P. 2018. Peter Sjostedt-H: Understanding consciousness through psychedelics | TED Talk. https://www.ted.com/talks/peter_sjostedt_h_understanding_consciousness_through psychedelics

Required Readings

Anderson, E.N., D. Pearsall, E. Hunn, N. Turner (Eds). 2011. *Ethnobiology*. John Wiley & Sons, Inc, Hoboken, New Jersey.

Beyer, S. 2010. *Singing to the Plants: A Guide to Mestizo Shamanism in the Upper Amazon*. University of New Mexico Press

Brown, T.K. 2013. Ibogaine in the Treatment of Substance Dependence. *Current Drug Abuse Reviews*. 6;1 <https://www.ingentaconnect.com/content/ben/cdar/2013/00000006/00000001/art00002>

Celidwen, Y, N. Redvers, C. Githaiga, J. Calambás, K. Añaños, M. E. Chindoy et al. 2022. Ethical principles of traditional Indigenous medicine to guide western psychedelic research and practice. *The Lancet*. 10;100410. <https://doi.org/10.1016/j.lana.2022.100410>

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Psychedelic Studies: Neurochemistry, Plants, Fungi, and Society Syllabus

PLNTPTH 3920 Spring 2026

Course Information

- **Course days and times:** Tues Thurs 2:20 p.m. – 3:40 p.m.
- **Credit hours:** 3
- **Mode of delivery:** In-Person

Instructor

- **Name:** Dr. Brian Pace
- **Email:** pace.115@osu.edu
- **Office location:** 475B Kottman Hall
- **Office hours:** by appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.
- **Guest Lecturers:** TBA

Course Prerequisites

No prerequisites.



Course Description

This course covers information necessary for a foundational understanding of the psychedelic studies field, including relevant neurobiology, ethnobotany, chemistry, history, psychology, and policy debates.

Psychedelic drugs have long been included in the ethnobotanic pharmacopeia of indigenous cultures, where they have been used for thousands of years in healing or religious pursuits. Their rediscovery by modern Western culture was met with scholastic acclaim, followed by social upheaval. Psychedelics were outlawed in the USA with the Controlled Substances Act of 1971 (followed internationally with the UN Convention on Psychotropic Substances). However, both indigenous and nonindigenous users of psychedelic drugs insist they convey multiple benefits to health and wellness. This has led to several US cities voting to decriminalize specific psychedelics, including psilocybin mushrooms and plant-derived drugs such as mescaline and dimethyltryptamine (DMT). Supervised consumption of psilocybin has been legalized at the state level in Oregon and Colorado. Psychedelic-assisted therapies are being investigated for intractable conditions such as addiction, PTSD, and treatment-resistant depression. Although the Food and Drug Administration rejected the first psychedelic treatment application in history, two others have been granted “breakthrough therapy” status. With the so called “psychedelic renaissance” in full swing, psychedelics seem to be everywhere: on the New York Times Best Sellers, in popular shows and documentaries on Netflix and other streaming outlets, and as a part of research programs at dozens of universities (including this one). Do psychedelics promise a new paradigm in mental health or are these the overhyped promises of overeager users? Regardless, prohibition has left information about psychedelics is scattered across many disciplines, and genuine therapeutic and harm reduction questions remain. Gaps in basic functional knowledge persist, underscoring a need to synthesize cross disciplinary texts, clarify fundamental concepts, and situate within sociopolitical context. Addressing these gaps will help students to navigate a chemical landscape of competing health claims and make sense of emerging treatments.

Learning Goals & Outcomes

By the end of this course, students will successfully be able to:

- **Learning Goal 1C (C = Course-specific):** Understand the basics of biology and ecology of psychedelic substances.
 - **Learning outcome 1.1C:** Demonstrate sophistication in using evidence to discuss basic and advanced concepts in psychedelic science.
 - **Learning outcome 1.2C:** Articulate the mechanisms responsible for producing the psychedelic effect and their ecological role.
- **Learning Goal 2C:** Understand the complex cultural and historical context of psychedelics and their associated ethnobotanical traditions, experimental applications, and underground persistence.
 - **Learning outcome 2.1C:** Describe cultural traditions employing psychedelics and the core principles of ethnobotany.

- **Learning outcome 2.2C:** Discuss the history of the controversy surrounding psychedelics, including issues facing the current “psychedelic renaissance.”
- **Learning Goal 3C:** Analyze novel questions in the changing field of psychedelic policy.
 - **Learning outcome 3.1C:** Develop a nuanced perspective on how emerging policy models regarding psychedelic plants, fungi, and medicines are likely to impact public health and individual wellness by combining biocultural, therapeutic, and historical information about psychedelics.
- **Learning Goal 4C:** Apply principles of harm reduction to questions in psychedelic research and emerging policy.
 - **Learning outcome 4.1C:** Explain the reasoning behind the principals and practices of harm reduction and how they relate to public health, safety, and individual wellness outcomes.
- **How Students Meet the Outcomes:** This course fulfils these learning outcomes by requiring students to synthesize material from several disciplines across both the natural and social sciences as well as the humanities so that they develop a holistic and integrative perspective concerning psychedelics research and the changing public policy surrounding them. Students are encouraged to delve deeper into aspects of course material that interest them, an emphasis that can be reflected in written work and group projects. You, as a student, are expected to integrate class lectures, discussion activities, readings, assignments and class activities to achieve the full learning experience.

General Education Expected Learning Outcomes

As part of the Health and Wellbeing theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Specific Learning Goals and Outcomes of the Health and Wellbeing Theme

- **Learning Goal 1H (H = Health and Wellbeing Theme):** Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
 - **Outcome 1.1H:** Engage in critical and logical thinking about the topic or idea of the theme.
 - This course fulfills this learning outcome through regular classroom discussions covering broad concepts and cutting-edge peer reviewed research and policy developments, supplemented by perspectives from expert guest speakers, weekly written reading reflections, and a group presentation or archival project—all of which are designed to deeply engage students on the subject matter. Additionally, this outcome will be directly assessed through essay questions included in each exam.



- **Outcome 1.2H:** Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
 - This course fulfills this learning outcome by requiring students to collaborate and use peer-reviewed literature and archival materials to deeply explore a psychedelic drug or topic area not covered in lecture by means of a group research project culminating in a class presentation. Presenters must be prepared to discuss their research by expanding on their topic beyond the presentation through discussion and Q&A, as well as provide an annotated bibliography in advance of their presentation.
- **Learning Goal 2H:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
 - **Outcome 2.1H:** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
 - This course fulfills this learning outcome by means of an interdisciplinary approach which pulls together relevant information from psychopharmacology, ethnobiology, the humanities, and policy analysis. The nature of the course is such that lecture topics often relate to out-of-classroom experiences and prior course work, which are actively explored through student engagement with course subjects in discussion and reading reflections. Reading reflections of assigned readings or expert presentations are required to go beyond mere summary of the work, instead drawing upon student knowledge and experience to render its significance to them on a personal level.
 - **Outcome 2.2H:** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
 - This course fulfills this learning outcome through the progression of lecture material, increasingly nuanced regular classroom discussions, reading reflections, and a culminating final group project. During the group project students are required to complete a personal reflection that has them assess themselves, their work, and their progression with the material through the course.
- **Learning Goal 3H:** Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)
 - **Outcome 3.1H:** Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
 - This course fulfills this learning outcome through lectures and readings on psychedelics—encompassing past and emergent perspectives—as they relate to neuroscience, psychopharmacology, ethnobiology, the humanities, therapy, commerce, and policy.



- **Outcome 3.2H:** Identify, reflect on, or apply strategies for promoting health and wellbeing.
 - This course fulfills this learning outcome through weekly written reading and speaker reflections, regular classroom discussions, and a group project or archival project which challenges students to evaluate material not explicitly covered in readings or lectures. Additionally, course material is geared towards critical engagement with concepts in wellness, medicine, personal health, harm reduction, pharmaceuticals, criminal justice, and public health policy.



How This Course Works

Mode of delivery: This is a lecture-based course delivered 100% in-person. There are required live in-person sessions each week on Tuesdays and Thursdays from 2:20 p.m. – 3:40 p.m. The rest of your work is found in Carmen and can be completed around your own schedule during the week.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. This course will provide lecture PowerPoints before each class as well as required readings that will be necessary to grasp in-class discussions. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average. This includes studying, reviewing and editing notes, discussing with fellow students, etc. and does not equate to assignments and work activities.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in activities for attendance:**
You are expected to attend lecture each week. Assignments and announcements will be accessible on Carmen Canvas. During most weeks you will probably log in many times. Class discussions are part of every session and are part of your grade. While the course is live, if you miss a lecture, the Zoom recordings will be posted each week online. Please email the instructor if you have an excused absence. If you have a situation that might cause you to miss an entire week of class or an exam, discuss it with me *as soon as possible*.
- **Live Sessions: Required**
All live, scheduled events for the course are required. This includes lectures. All lectures and scheduled guest speakers for the course are required. Discussion follows each lecture, and regular participation in discussions is a part of your grade, so come prepared with questions and comments to keep things moving along and interesting. If you miss them, you may miss valuable information about the course content, upcoming exams, and other aspects of the course.
- **Office hours: Optional**
Office hours are optional and are by appointment only over zoom. While completely optional, we encourage students with questions to take advantage of office hours by making and appointment via email. Please contact me at least 3 business days before you would like to meet.



Course Materials, Fees and Technologies

Required Materials and/or Technologies

- This course uses many sources for readings and discussions. All course materials will be provided through CarmenCanvas either through the OSU library or in another accessible format in accordance with fair use. A full list of readings can be found at the end of this document or on CarmenCanvas in the student resources module.
- All technologies needed for this course are provided through OSU. You will need access to a computer that can run Zoom and Microsoft software.

Recommended/Optional Materials and/or Technologies

- N/A

Fees and/or Additional Requirements

- N/A

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.



- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Percentage %
Biweekly Reading Reflections	26%
Group Presentation	15%
Discussion Participation	9%
Exam I	15%
Exam II	15%
Final Exam	20%
Total	100%
Extra Credit	2%

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Biweekly Reading Reflections

- Learning outcomes: 1.1C, 2.1C, 2.2C, 3.1C, 4.1C, 4.2C, 1.1H, 2.1H, 2.2H, 3.1H, 3.2H

Description:

Readings are assigned for each lecture, and every two weeks students are responsible for submitting written reflections on the material. Reflections will be at least two, no more than four double spaced pages focusing on one of the readings or guest speaker presentations. Students are expected to relate reading topics to their own perspectives and out-of-classroom experiences of wellbeing (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.). Grading will account for accuracy, comprehension, and application of course concepts. There will be 6 reading reflections, each worth 20 points. These 6 reading reflections will make up 26% of your final grade. Students are expected to cite their work, but citations will not be counted towards the required page length.

How to submit this assignment:

Students submit their reflection to the named Reading Reflection assignment box on CarmenCanvas by Friday at 11:59PM each week (see course schedule).

When to submit this assignment:

Reading Reflections will be submitted on each Friday of the semester by 11:59 p.m. (see course schedule)

Rubric for each Reading Reflection:

Criteria	Ratings			Points
	Unsatisfactory	Good	Excellent	
Criteria 1	0-10 pts Not completed. No citations, little evident comprehension of paper, inaccuracies, below required length.	12-16 pts Adequate treatment of paper, lacking citation, or missing a key concept. The depth of the reflection is adequate but does not incorporate a personal aspect in the reflection.	18-20 pts Paper is clearly understood and considered. Cited, attention to concepts and quality. Depth of reflection on the topic goes beyond a summary of the work and incorporates personal experiences or relation to prior studies.	20
Total				10

Academic integrity and collaboration: Quotations are encouraged for clarity, but overly lengthy excerpts must not be used to meet the minimum reflection length. Other readings from class or beyond are fine to reference, so long as they are appropriately cited (works cited section does not count towards page length). Your citations must follow MLA or APA style and the selected style must be consistent throughout this assignment.

Group Presentation

- Learning outcomes: 1.1C, 1.2C, 2.1C, 2.2C, 3.1C, 4.1C, 4.2C, 1.1H, 1.2H, 2.2H

Description:

Students will work in small groups to research and present on a psychedelic substance **or** topic in psychedelic studies not explicitly covered as a lecture topic. To meet the criteria for this presentation, a each group will select a different, less common psychedelic drug. The less common psychedelic drug may have been mentioned in passing during lecture, or can be selected by browsing [Erowid](#) or [PsychonautWiki](#). Research topics not focused on a specific psychedelic drug are required to include engagement with physical, archival documents and include materials not previously digitized or widely available. All topics must receive prior instructor approval and be presented with attention to aspects of health and wellbeing (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual,

creative, financial, etc). Group topic selection will be granted on a first-come-first serve basis. Presentations will be no more than 10 minutes, delivered in class, and reviewed by peers. Students will be required to provide constructive feedback for 2 presentations, as well as assess the performance of the contributions of their group members. Additionally, students will need to individually submit an at least one no more than 2-page (double spaced) reflection that assesses themselves as scholars in the field of psychedelics, their work during this group presentation, and their progression with the material through the course.

How to submit this assignment:

An electronic version of the presentation slides for this assignment will be submitted in the named group assignment box on CarmenCanvas. Only one group member will need to submit the presentation to the CarmenCanvas group assignment box. Presentations will be delivered live during class time. Student reflections will be submitted individually and electronically to the Group Presentation Reflection assignment box on CarmenCanvas.

When to submit this assignment:

The group presentation slides, and reflection are due by 11:59 p.m. of the due date (see course schedule).

Rubric:

Criteria	Ratings			Points
	Unsatisfactory	Good	Excellent	
Criterion 1: Presentation Slides	25 or less pts Haphazard design, too much text or too large images. Inaccuracy. Light on substance. Lack of citations.	35-40 pts Balanced sections and effective use of figures and graphs to replace text. Text is concise.	41-50 pts Aesthetically pleasing and functional. Clear legends on figures and graphs, complete citations.	50
Criterion 2: Presentation Delivery	13 or less pts Unrehearsed. Overtime. One group member dominates while others remain quiet. Lack of effort answering questions.	14-20 pts Well-paced, on time, with all members contributing. Questions engaged.	21-25 pts Polished and economical. Presenters demonstrate knowledge confidently communicated. Q&A well-executed and additional information provided	25
Criterion 3: Self and group-Reflection	13 or less pts Not completed. Little evident reflection on the required areas. below length.	14-20 pts Student reflection assesses most of the required areas adequately but not completely or does not	21-25 pts The reflection provides an assessment of the student as scholars in the field of psychedelics, their work during this group	25

		show much depth to the reflection.	presentation, and their progression with the material through the course. It is within the required length and has depth of reflection.	
Total				100

Academic integrity and collaboration: Your assignments must be your own original work. Your citations must follow MLA or APA style and the selected style must be consistent throughout this assignment. Getting help on; collaborating or completing the assignment with others and open book research for this assignment is permitted and encouraged. Copying or reusing previous work for this assignment is not permitted.

Discussion Participation

- Learning outcomes: 1.1C, 1.2C, 2.1C, 2.2C, 3.1C, 4.1C, 4.2C, 1.1H, 2.2H, 3.1H, 3.2H

Description:

Student participation will be assessed by written and spoken contributions and questions during class each week. Throughout the class, students will be expected to substantively engage with questions posed for discussion during or after lecture. Students are expected to relate their personal out-of-classroom experiences and prior course work to aspects of public and individual health and wellness in class discussions. Students should come to class discussions ready to comment on and ask questions about the required readings and lectures. On days where guest lecturers present, students will be expected to come to class prepared with questions relevant to the work of the guest presenter.

How to submit this assignment:

This assignment is submitted by attending and participating in the discussions that take place during class following the lecture content. The instructor will be monitoring the discussions and using the outlined rubric to assess each student as class is in progress.

When to submit this assignment:

This assignment will be completed during the live in-person sessions. Attendance is required and due to the nature of the assignment, no make-ups are available. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

How you are evaluated:

Your weekly grade will reflect your participation in at least one of the two live sessions. Your participation with the highest marks will be the one counted for the week. Weeks that contain an exam will not have discussion participation requirements. Points accrued will reflect the quality and level of participation in the conversation. The instructor will be monitoring the discussions and using the outlined rubric to assess each student as the discussions are in progress.

Rubric:

Criteria	Ratings			Points
	Unsatisfactory	Good	Excellent	
Criterion 1 Discussion Participation	0-2 pts Absent. Little to no participation or engagement lacking substance or forethought.	3-4 pts Posing relevant questions, sharing cogent points.	5 pts Providing thoughtful questions or insights, engaging student or instructor points.	Highest point value 5
Total 9 full weeks x 5				45

Academic integrity and collaboration Your thoughts must be your own. Getting help on; collaborating or completing this assignment with others and copying or reusing previous work for this assignment is not permitted. However, you are encouraged to use open book research and to verbally cite your sources.

Exams (Including the Final)

- Learning outcomes: 1.2C, 2.1C, 2.2C, 3.1C, 4.1C, 4.2C, 1.1H

Description:

Exams will comprise of a mix of matching, True/False, multiple choice, short answer, and essay questions. You are permitted one sheet of single-sided notes formatted as either single-spaced, 12pt text in Times New Roman font with one-inch margins or legibly hand-written. If notes are used, they must be submitted with your exam.

How to submit this assignment:

Exams will be given during class time submitted at the end of the test period. Make-up exams will be permitted on a case-by-case basis.

When to submit this assignment:

Students will need to submit their completed exam at the end of the class period or final exam meeting time (see course schedule for dates).

How you are evaluated:

There will be 3 exams total in this course: Exam 1 will be worth 15% of your final grade, Exam 2 will be worth 15% of your final grade, and a final that will be worth 20% of your final grade.

Academic integrity and collaboration: Exam answers must be your own work. Collaborating on answers is not permitted and will be considered cheating.

Extra Credit

- Learning outcomes: 1.1C, 1.2C, 2.1C, 2.2C, 3.1C, 3.2C, 1.1H, 1.2H



Description:

An **instructor-approved** myth or common misconception about psychedelics, psychedelic plants, or psychedelic fungi will be investigated by the student. Format will be like the Reading Reflections, will be at least one but no more than two double spaced pages focusing on the origins and veracity of the myth, including at least 5 citations, with a preference for peer-reviewed journals (although forum posts and grey literature may be necessary). Citations do not count towards your required page length. Grading will account for accuracy, comprehension, and application of course concepts. Points will be treated as a Reading Reflection, so it's a great opportunity if you missed one.

How to submit this assignment:

Students submit to the named Extra Credit assignment box on CarmenCanvas. Email me to get your topic approved.

When to submit this assignment:

Students must submit their extra credit by 11:59 p.m. on the Friday of the last full week of the semester.

Rubric:

Criteria	Ratings			Points
	Unsatisfactory	Good	Excellent	
Criterion 1	0-5 pts Not completed. No citations, little evident comprehension of the controversy, inaccuracies, below length.	6-8 pts Adequate treatment of paper, lacking 5 citations, or missing a key concept	9-10 pts Origin and veracity is clearly explained and considered. Cited, attention to historical context and testable facts.	10
Total				10

Academic integrity and collaboration: Your assignments must be your own original work. Your citations must follow MLA or APA style and the selected style must be consistent throughout this assignment. Quotations must not be used to meet the minimum assignment length.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Late submissions are only accepted without point deductions in cases of emergency (illness or injury, family emergency) and students must communicate as soon as possible with the instructor when situations arise. Unexcused late submissions of assignments through Carmen will have 20% of the total points deducted for each day its late (five days late will receive zero points). The Carmen time stamp at submission will be used to determine tardiness. Late submission of discussion participations is not possible due to the nature of the assignment. If you find you need to miss a week of class, please inform me as soon as possible. Exam make-ups will be available on a case-by-case basis for emergent reasons listed above. If a student finds

that they need long term support that is COVID-19 related, please see the “Student COVID related accommodation process” in the Disability Services section of this syllabus.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address (pace.115@osu.edu). I will reply to emails within **24 hours** on days when class is in session at the university. Again, this is also how you will schedule office hours if you choose to take advantage of them.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the Q&A discussion board once mid-week and once at the end of the week. This discussion board is ungraded and serves as a helpful resource for students to communicate with me and other about problems they may be experiencing either with the content or the course at large.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+

73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E



Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we will communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Communication style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation, and remain on topic. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm isn't the best way to advocate for ideas. Politeness is free.
- **Citing your sources:** Please cite your sources in a consistent format in all written work. Be consistent, but use a common format for academic work (e.g. APA, MLA). For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

A word on use of Large Language Models (LLMs)

Application software services like ChatGPT can now produce essays that could be confused with the work of rather tiresome and slightly befuddled human beings, albeit with decent grammar. Nevertheless, these digitally-generated works of prose are distinct from the efforts of thinking, breathing *Homo sapiens* by several means, not in small part through the peculiar traits that make up our unique personalities and perspectives. Writers often call this 'voice' and it reflects our emotional state, imagination, lived relationships, and experiences—things absent from large language model interfaces (often erroneously called “AI” by those marketing them). **The use of LLMs, ChatGPT, “AI” or similar tools to generate written work is not permitted in this class.** Don't try to replace yourself with a machine—it's not like they know what to make of psychedelics more than we do anyway.



University Policies

Academic Integrity Policy

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor/advisor.

Zoom video/audio recording:

This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Safe and Healthy Buckeyes:

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (safeandhealthy.osu.edu). Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Want some guidance regarding Excused Absences in the COVID-19 Pandemic?

Check out: ugeducation.osu.edu/sites/default/files/links_files/Excused%20Absences%20Covid_08-28.pdf

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate based on age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu.

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.



Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- odi.osu.edu/
- odi.osu.edu/racial-justice-resources
- odi.osu.edu/focus-on-racial-justice
- cbcs.osu.edu/

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at go.osu.edu/principlesofcommunity. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (equityandinclusion.cfaes.ohio-state.edu). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at equity.osu.edu.

Land Acknowledgement Statement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Counseling and Consultation Services/Mental Health

(Statement available at: ccs.osu.edu/supporting-your-student/faculty-and-staff)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower (Columbus). You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Columbus campus - For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

Religious Accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Weather or other short-term closing

Following Policy 6.15 Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via CarmenCanvas.

Disability Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me (instructor/advisor) know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information:

- Email: slds@osu.edu
- Phone: 614-292-3307
- Website: slds.osu.edu
- Address: 098 Baker Hall, 113 W. 12th Avenue

Course Schedule

Refer to the CarmenCanvas course for exact due dates. All Reading Reflections are to be submitted to the CarmenCanvas assignment box by 11:59 PM on Friday of the week listed.

Week	Topics	Readings	Videos and Deadlines
1	Foundations: Introduction to Psychedelic Studies	Devenot 2011	
	Foundations: Neurobiology & Neurotransmitters	Kelemendri 2023	Green 2015
2	Foundations: Ethnobotany & Ethnomycology	Anderson et al 2011; Palmer & Horowitz 2000	Schultes 1990
	Psychedelics: Peyote & Huachuma: Mescaline	Jay 2019	Reading Reflection 1
3	Psychedelics: Psilocybin & Psilocin	Letcher 2006; Stamets 1996	
	Psychedelics: LSD, LSA, and Ergot	Pendell 2005; Lee and Shlain 1985	
4	Psychedelics: N,N-Dimethyltryptamine	St. John 2015; ∞Ayes 2001	Reading Reflection 2
	Guest Lecture: 5-MeO-DMT, Rafaelle Lancelotta	Lancelotta 2022; Ortiz et al. 2022	
5	Exam I		
	Psychedelics: Ayahuasca	McKenna et al. 1998; Beyer 2010	
6	Psychedelics: Ibogaine	Ndoua and Vaghar 2018; Brown 2013	Reading Reflection 3
	Psychedelics: MDA & MDMA	Shulgin & Shulgin 1991	
7	Guest Lecture: Neurochemical Ecology	Meyer and Slot 2023	
	Modern History: Psychedelic Therapy	Stolaroff 2004	
8	Modern History: MKULTRA	Kinzer 2019	Reading Reflection 4
	Altered States: Belief and Suggestion	Pace and Devenot 2021	
9	Altered States: Mysticism & Initiatory Cults	Crowley 2019; Dannaway and Piper 2006	
	Altered States: Consciousness	Kent 2010; Yaden et al. 2021	Sjostedt-H, 2018
10	Exam II		Reading Reflection 5



	Mental Health: Depression	Muttoni et al. 2022	
11	Guest Lecture: Yarelix Estrada, Harm Reduction	Han et al. 2019	
	Mental Health: Substance Use Disorder	Mendes et al. 2022	
12	Mental Health: Post-Traumatic Stress Disorder	Krediet et al 2020; Marks 2024	Reading Reflection 6
	Guest Lecture: Dr. Neşe Devenot	Leary 1968	
13	Policy: Medicalization	Noorani 2020	
	Policy: Decriminalization	Netherland et al. 2022	
14	Policy: Legalization	Siegel et al. 2022	Extra Credit
	Group Presentations and Final Discussion		
Final Exam will follow OSU final scheduling			

Course materials

Available in full or excerpted on Carmen:

Video Resources

CrashCourse (Green, H.). 2015. The Nervous System, Part 3—Synapses!: Crash Course Anatomy & Physiology #10. <https://www.youtube.com/watch?v=VitFvNvRIIY>

Schultes, R.E. 1990. Richard Evans Schultes—The Father of Modern Ethnobotany. Cambridge, Massachusetts. <https://youtu.be/1lxtn7zbQfw?t=577>

Sjostedt-H, P. 2018. Peter Sjostedt-H: Understanding consciousness through psychedelics | TED Talk. https://www.ted.com/talks/peter_sjostedt_h_understanding_consciousness_through psychedelics

Required Readings

Anderson, E.N., D. Pearsall, E. Hunn, N. Turner (Eds). 2011. *Ethnobiology*. John Wiley & Sons, Inc, Hoboken, New Jersey.

Beyer, S. 2010. *Singing to the Plants: A Guide to Mestizo Shamanism in the Upper Amazon*. University of New Mexico Press

Brown, T.K. 2013. Ibogaine in the Treatment of Substance Dependence. *Current Drug Abuse Reviews*. 6;1 <https://www.ingentaconnect.com/content/ben/cdar/2013/00000006/00000001/art00002>

Celidwen, Y, N. Redvers, C. Githaiga, J. Calambás, K. Añaños, M. E. Chindoy et al. 2022. Ethical principles of traditional Indigenous medicine to guide western psychedelic research and practice. *The Lancet*. 10;100410. <https://doi.org/10.1016/j.lana.2022.100410>

Crowley, M. 2019. *Secret Drugs of Buddhism*. Synergistic Press. Santa Fe & London.

Dannaway, F.R., A. Piper, and P. Webster. 2006. Bread of Heaven or Wines of Light: Entheogenic Legacies and Esoteric Cosmologies. *Journal of Psychoactive Drugs*. 38:4. <https://doi.org/10.1080/02791072.2006.10400588>

Devenot. N. 2011. A Declaration of Psychedelic Studies. *MAPS Bulletin*, Winter. Santa Cruz, CA. <https://maps.org/news/media/2818-a-declaration-of-psychedelic-studies>

Han, Y., W. Yan, Y. Zheng et al. 2019. The rising crisis of illicit fentanyl use, overdose, and potential therapeutic strategies. *Nature: Translational Psychiatry*. 9, 282. <https://doi.org/10.1038/s41398-019-0625-0>

Jay, M. 2019. *Mescaline: A Global History of the First Psychedelic*. Yale University Press.



- Kelmendi, B., A.P. Kaye, C. Pittenger and A.C. Kwan. 2022. Psychedelics. *Current Biology Magazine: Primer* 32:2, R63-R67. <https://doi.org/10.1016/j.cub.2021.12.009>
- Kent, J. 2010. *Psychedelic Information Theory: Shamanism in the Age of Reason*. CreateSpace Independent Publishing Platform
- Kinzer, S. 2019. *Poisoner in Chief: Sidney Gottlieb and the CIA Search for Mind Control*. Henry Holt and Co. New York, NY
- Krediet, E., T. Bostoen, J. Brecksema, A. van Schagen, T. Passie, and E. Vermetten. 2020. Reviewing the Potential of Psychedelics for the Treatment of PTSD. *International Journal of Neuropsychopharmacology* 23;6. 385–400. <https://doi:10.1093/ijnp/pyaa018>
- Lancelotta, R. 2022. 5-MeO-DMT has not been found in traditional ayahuasca preparations and the combination of 5-MeO-DMT with MAOIs is dangerous. *Human Psychopharmacology: Clinical and Experimental*. 37;3. e2839. <https://doi.org/10.1002/hup.2839>
- Laqueur, H. 2015. Uses and Abuses of Drug Decriminalization in Portugal. *Journal of the American Bar Association: Law & Social Inquiry* 40:3, 746–781. <https://doi.org/10.1111/lsi.12104>
- Leary, T. 1968. *High Priest*. Ronin Publishing, Berkley, CA.
- Lee, M.A. & B. Shlain. 1985. *Acid Dreams: The Complete Social History of LSD: The CIA, the Sixties, and Beyond*. Grove Press.
- Marks, M. 2024. Lykos MDMA therapy papers retracted by medical journal. August 11. <https://www.psychedeliceweek.com/p/mdma-maps-lykos-doblin-retract-trial-fda-ptsd>
- McKenna, D.J., J.C. Callaway, and C.S. Grob. 1998. The scientific investigation of Ayahuasca: a review of past and current research. *The Heffter Review of Psychedelic Research*. 1.
- Mendes, F.R., C. dos Santos Costa, V.D. Wiltenburg, G. Morales-Lima, J.A.B. Ferandes, and R. Filev. 2022. Classic and non-classic psychedelics for substance use disorder: A review of their historic, past and current research. *Addiction Neuroscience*. 3. <https://doi.org/10.1016/j.addicn.2022.100025>
- Meyer, M and Slot, J. 2023. The evolution and ecology of psilocybin in nature. *Fungal Genetics and Biology*. 167:103812. <https://doi.org/10.1016/j.fgb.2023.103812>
- Muttoni, S., M. Ardissino, and C. John. Classical psychedelics for the treatment of depression and anxiety: A systematic review. *Journal of Affective Disorders*. 258;11-24. <https://doi.org/10.1016/j.jad.2019.07.076>
- Netherland, J., Kral, A.H., Ompad, D.C. *et al.* 2022. Principles and Metrics for Evaluating Oregon’s Innovative Drug Decriminalization Measure. *Journal of Urban Health*. 99;328–331. <https://doi.org/10.1007/s11524-022-00606-w>

- Nichols, D. 2016. Psychedelics. *Pharmacological Reviews*. 68:2, 264-355.
<https://doi.org/10.1124/pr.115.011478>
- Ndoua, P.D.N. and K. Vaghar. 2018. Bwiti, iboga, trance and healing in Gabon. *Mental Health, Religion & Culture*. 21;8. <https://doi.org/10.1080/13674676.2018.1504012>
- Noorani, T. 2020. Making psychedelics into medicines: The politics and paradoxes of medicalization. *Journal of Psychedelic Studies*. 4 <https://doi.org/10.1556/2054.2019.018>
- Ortiz Bernal AM, Raison CL, Lancelotta RL and Davis AK (2022) Reactivations after 5-methoxy-N,N-dimethyltryptamine use in naturalistic settings: An initial exploratory analysis of the phenomenon's predictors and its emotional valence. *Frontiers in Psychiatry* 13:1049643.
<https://doi.org/10.3389/fpsy.2022.1049643>
- Pace B.A., and Devenot, N. 2021. Right-Wing Psychedelia: Case Studies in Cultural Plasticity and Political Pluripotency. *Frontiers in Psychology*. 12. <https://doi.org/10.3389/fpsyg.2021.733185>
- Palmer, C. and M. Horowitz (Eds). 2000. *Sisters of the Extreme: Women Writing on the Drug Experience*. Park Street Press. Rochester, Vermont.
- Pendell, D. 2010. LSD. *Pharmako Gnosis: Plant Teachers and the Poison Path*. North Atlantic Books
- Sand, N. (∞Ayes). 2001. Just a Wee Bit More About DMT. *Entheogen Review*. 2:X. Retrieved from: <http://psychedelicfrontier.com/wp-content/uploads/2014/07/Just-a-Wee-Bit-More-about-DMT-by-Nick-Sand.pdf> January 3rd, 2022
- Siegel J.S., Daily J.E., Perry D.A., and Nicol G.E. 2022. Psychedelic Drug Legislative Reform and Legalization in the US. *JAMA Psychiatry*. <https://doi.org/10.1001/jamapsychiatry.2022.4101>
- St. John, G. 2015. *Mystery School in Hyperspace: A Cultural History of DMT*. EVOLVER EDITIONS.
- Stamets, P. 1996. *Psilocybin Mushrooms of the World*, Ten Speed Press.
- Stolaroff, M.J. 2004. *The Secret Chief Revealed*. Multidisciplinary Association for Psychedelic Study. Santa Cruz, CA. <https://maps.org/images/pdf/books/scr/scr.pdf>
- Winkelman, M. 2014. Psychedelics as Medicines for Substance Abuse Rehabilitation: Evaluating Treatments with LSD, Peyote, Ibogaine and Ayahuasca. *Current Drug Abuse Reviews*. 7, 000-000
- Yaden, D.B., Johnson, M.W., Griffiths, R.R., Doss, M.K., Garcia-Romeu, A., Nayak, S., Gukasyan, N., Mathur, B.N., and Barrett, F.S. 2021. Psychedelics and Consciousness: Distinctions, Demarcations, and Opportunities. *International Journal of Neuropsychopharmacology*. 24;8.
<https://doi.org/10.1093/ijnp/pyab026>.

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	