

USC School of Pharmacy
RXRS 201: The History and Geography of Drugs

Instructors: Terry David Church, DRSc, MA, MS
USC Norris Comprehensive Cancer Center
Adolescent and Young Adult Cancers Program
tdchurch@med.usc.edu
(323) 865-0581
Office: HSC campus NTT-3415

Daryl L. Davies, PhD
Professor, Department of Clinical Pharmacy
USC School of Pharmacy
ddavies@usc.edu
(323) 442-1427
MCA-9121
Office: HSC campus PSC 506

Michael W. Jakowec, PhD
Associate Professor
Keck School of Medicine
Department of Neurology, MCA-241
mjakowec@surgery.usc.edu
(323) 442-1057

Martine Culty, PhD
Associate Professor, Department of Clinical Pharmacy
USC School of Pharmacy
culty@usc.edu
(323) 865-1677
Office: PSC 702

Office Hours: 3 hours per week per instructor

Course Weight: 4 units

Days/Time/Location: Tue, Thur; 2:00-3:20pm; SOS B2

Catalogue description: Global perspectives; discovery and use of drugs (legal/illegal); poisons. How they helped shape, modify or change history as described in classical literature through present day.

Introduction

Since the beginning of time, humans have sought out or discovered by accident compounds that have medicinal, hedonic (mood-altering) or deleterious (poisonous) effects. These effects were, in part, due to the coevolution between the animal and botanical kingdoms whose efforts to survive gave us compounds that could have medicinal, mood-altering or poisonous effects. The origins of herbal medicine lie in the common empirical experience of the human race, in observing which plants the animals ate when they were feeling sick, and following their

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example. The societal consequences of improper drug and poison use have been documented as early as 4500 B.C. and attempts to regulate their uses have been documented as early as 2240 B.C. This course will consider the benefits and consequences of drug use (legal and illegal) from both a historical and geographical perspective. Additionally, the course will consider the role of poisons as a political as well as felonious tool. Topics will be presented that highlight how drugs and poisons were used throughout the world to shape, modify or change history.

Objectives

This course is designed to meet the requirements of the GE H (Global Perspectives: Traditions and Historical Foundations) for undergraduates. Students will explore how humans used drugs and poisons to change the economic, political, cultural and/or social settings of their time. Moreover, this course will examine the historical and cultural foundations of drug use from a contemporary and historical perspective by studying literary, political, economic, philosophical, legal, ethical and religious traditions as they relate to drug use. As an example, the “opium wars” of the nineteenth century between Britain and China and the implications of this historical event is one example of how we will explore links between illegal use of prescription opioids and the increase in accidental opioid overdose deaths. Students will also learn about the historical use and misuse of poisons for good and evil. The Sumerians as far back as 4500 B.C. documented the toxic effects of certain plants, and developed poisons such as curare for hunting. In Greek literature, the death of Socrates in 399 B.C. represented one of the earliest recorded incidents where a poison was used for political reasons. In recent time, polonium-210 was used to kill the Russian spy Alexander Litvinenko. A recent public inquiry concluded that President Putin probably approved the assassination. Differences surrounding the ethics of the development and deployment of poisons and biological agents (for example, as a weapon) will be presented that are designed to lead to lively discussions during class.

Chapters from the core textbook will be supplemented with a variety of source materials including online resources, media outlets and cinema.

Upon successful completion of this course, the student should be able to participate in a thoughtful debate about:

- The historical nature of the discovery of drugs and poisons throughout the world
- Medicines from ancient Egypt
- Medicines in the Classical Age of Greece and Rome
- The historical and recent biological, psychological, social-psychological, and sociological perspectives related to drug use and abuse
- Modern day pharmaceuticals – the good, the bad, the ugly
- The consequences of improper drug use and abuse and its relationship to health, economy, wellbeing and society as presented in the literature.
- The history of the development of forensic toxicology as a discipline to provide evidence of exposure to poisons
- The use of poison to influence history during the Renaissance Era

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- Chemical and biological warfare in antiquity and modern day
- Concurrent practice of Eastern and Western medicines

Evaluation and Grading:

Evaluation will be based on one midterm examination, a final examination, course quizzes, two take home written essays and class participation.

<i>Description</i>	Points	Weight
<i>Class participation</i>	20 pts	(10%)
<i>Quizzes 4 (@ 10 pts each)</i>	40 pts	(20%)
<i>Midterm exam</i>	30 pts	(15%)
<i>Final exam (partially cumulative)</i>	60 pts	(30%)
<i>Written Essays (@ 25 pts each)</i>	50 pts	(25%)
Total¹	200 pts	(100%)

Attendance at all classes is expected. Participation will include asking and answering questions and being actively involved in the discussion. It is expected that the students read the assigned papers prior to the lecture and be prepared to discuss background, current understanding, treatments, and gaps in knowledge for the topic in each lecture.

There will be 4 quizzes over the course of the semester to count towards their grade. The quizzes will be based on questions from the lecture and from the textbook and will include multiple choice, T/F and fill-in the blank questions.

15% Midterm: There will be 1 midterm for this course that will cover the first 8 weeks of course material. The midterm will consist of a series of questions involving short answers as well as a longer question requiring critical thought and its articulation in written responses. This midterm exam will help students to generate a critical assessment of key topics in this course, to develop a suitable argument, and to convey their ideas and interpretations through the written word.

30% Final: The Final Exam will be in the form of an in-class examination during exam week. The final exam will be composed of two parts, each having equal weight towards the final grade. The first part of the exam will include questions from the lectures and from the textbook in the form of multiple choice, T/F and fill-in the blank questions (15%). The second part of the final examination will consist of short written answers to demonstrate the students' knowledge regarding topics covered in the course (15%). This latter part of the final exam will allow students to express their ideas based on facts derived from the course.

25% Two essays (each worth 12.5% of your class grade) will be required and will be written outside of class and submitted via Blackboard under the Assignments Tab. These short essays are designed to help students generate a critical assessment of key topics in this course, to develop a suitable argument, and to convey their ideas and interpretations through the written word. No late

¹ Extra-credit is offered for those who feel the need. This assignment can provide students with an additional 10 points (roughly 4% increase in total score). These points are awarded at the end of the semester and are included in the final grading for those who choose to complete an extra-credit assignment.

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essays will be accepted for any reason short of a serious, documented emergency. An official note explaining why you were unable to write the essay will be required for an extension.

10% Participation: To receive full credit, you must attend class regularly. It is your responsibility to make sure that you attend class consistently. **Please note, below** is the “Approximate” grading scale breakdown. However, this scale is not set in stone and may slightly shift up or down based on overall scores.

Percent	Letter Grade
92-100%	A
90-91%	A-
88-89%	B+
82-87%	B
80-81%	B-
78-79%	C+
72-77%	C
70-71%	C-
60-69%	D
Below 60%	F

There are no make-up exams. If exceptional circumstances prevent you from attending an exam, your reason for missing it must be accompanied by a written statement from a third party (e.g. a note from a medical doctor).

Notes, books, calculators, electronic dictionaries, regular dictionaries, cell phones or any other aids are not allowed during exams.

Students will be asked to complete an anonymous critical evaluation of the course at its completion.

Course Readings

Required Readings (selected, short, easy to read chapters)

Antonio Escobedo. (1999). *A brief history of drugs: from the stone age to the stoned age*. Simon and Schuster.

Although not mandatory, several additional texts are strongly suggested to enhance the discussions regarding the use of poisons throughout literature and history. The students will be

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able to use identified chapters in the text to support their learning process throughout the semester. These texts are very inexpensive.

- <https://www.elsevier.com/books/history-of-toxicology-and-environmental-health/wexler/978-0-12-801506-3>
- <https://www.elsevier.com/books/toxicology-in-the-middle-ages-and-renaissance/wexler/978-0-12-809554-6>
- John Emsley. *Molecules of Murder: Criminal and Classic Cases*. (2008) RCS Publishing, Thomas Graham House, Science Park, Milton Road, Cambridge CB4 0WF, UK
- John Emsley. *The Elements of Murder: A History of Poisons*. (2005) Oxford University Press, Great Clarendon Street, OX2 6DP

Other topical materials including but not limited to the syllabus, supplemental reading assignments and additional handouts will be posted on <http://blackboard.usc.edu/>. Students will also be encouraged to use the online discussions sessions (via Blackboard) as an additional learning tool.

Course Outline

This course will be in the format of a directed seminar/lecture under the guidance of the instructor for the specific session. During each biweekly session the instructor will engage the students with questions and draw comments or interpretations primarily based on the assigned reading. Students are expected to ask questions and participate in an interactive fashion. Because this is an area of rapid change in policies, the readings may vary from one term to the next. Additional readings for each section that may be of added use are listed in the table below.

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Week & Date	Topic	Subtopics to be Included	Assigned and Supplemental Reading
Week 1 <i>Aug 21, 23</i>	Dr. Davies Introduction: expectations and goals of this class. Basic principles of pharmacology. Principles of Pharmacodynamics (PD) Drug Receptors & PD Meet other faculty in the course	Basic Principles; The who and why drugs are used to treat disease; Drug-Body interactions: Pharmacodynamics (PD); What is Pharmacology: https://www.youtube.com/watch?v=PQ2m-nrf2z8&feature=youtu.be Ligand-receptor binding activation of signal transduction. Ligand gated ion channels (LGICs) G-protein coupled receptors (GPCRs)	Required watching to prepare for week two lectures. Basics on Pharmacokinetics/pharmacodynamics: https://www.youtube.com/watch?v=NKV5iaUVBUI Very brief overview of PD and PK: Youtube: https://www.youtube.com/watch?v=tobx537kFaI
Week 2 <i>Aug 28, 30</i>	Dr. Church Remote Antiquity	Humans discovery the medicinal and hedonic effects of plants. The discovery of opium The discovery of fermented plants – wine in the old testament Aug 28 – Paleolithic Age Aug 30 – Neolithic Age	A Brief History of Drugs Chapter 1

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Week & Date	Topic	Subtopics to be Included	Assigned and Supplemental Reading
Week 3 <i>Sept 4, 6</i> Quiz #1 – Sept 6	Dr. Church Ancient Egyptian Medicine	The healers from pharaonic times are poorly documented as compared with those from Greece and Rome -- the understanding and use of medicines is only partially understood. Sept 4 – Dynastic Egypt Sept 6 – Ptolemaic Kingdom	Drug Therapy, magic and religion in Egyptian medicine Chapters 5 & 7 in the below free text. https://books.google.com/books?id=WHfEnVU6z8IC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false “Herbal Medicine in Ancient Egypt” Aboelsoud, NH (2010) – on Blackboard
Weeks 4 <i>Sept 11, 13</i>	Dr. Church Graeco-Roman Medicine	Understand the early development of medicines in Ancient Egypt Gain insights into writings of the Ancient Egyptians regarding their understanding of disease and remedies Sept 11 – Greece Sept 13 - Rome	A Brief History of Drugs Chapters 2 & 3 http://www.greekmedicine.net/therapies/Herbal_Medicine.html
Week 5 <i>Sept 18</i>	Dr. Church Silk Road Drug Exchanges	Understand ancient trade of drugs Understand how Arabian civilization curated medical knowledge after the fall of Rome. Introduction to Ayurvedic medicine. Introduction to Nei-Jing and Daoist herbal medicines.	A Brief History of Drugs Chapters 3 & 4 “Physicians of Ancient India” Saini, A (2016) – on Blackboard “The Use and Abuse of Wine in Ancient China” Poo, MC (1999) – on Blackboard

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Week & Date	Topic	Subtopics to be Included	Assigned and Supplemental Reading
Week 5 <i>Sept 20</i> Quiz #2 – 20 Sept	Dr. Church The Discovery of the Americas	The conquistadors and the colonizers. Maya, Aztec, and Inca Medicines: Herbs of the America’s for healing, pleasure and sacrifice	A Brief History of Drugs Chapter 8 Aztec Medicine: http://ambergiscaye.com/pages/mayan/aztec_medicine.html
Week 6	First Short Essay Due – 25 September 2018		
Week 6 <i>Sept 25, 27</i> Essay 1 – 25 Sept	Dr. Church Maritime Empires and The Opium Wars	The Age of Discovery led to geographical and political conflicts over trade, rum, and opium in an era where navies, privateers, and pirates vied for their share of the bounty. Two armed conflicts in China in the mid-19th century between the forces of Western countries and of the Qing dynasty, which ruled China from 1644 to 1911/12. Sept 25 – Maritime Empires Sept 27 – Celestial Empire and Opium Trade	A Brief History of Drugs Chapter 9 To the victors the spoils: Hong Kong
Week 7 <i>Oct 2, 4</i>	Dr. Church The 19 th Century	The influence of dye companies; chemists, pharmacists and doctors and their influence on psycho active drugs. “Snake Oil” Oct 2 – Quackery, Charlatans, and Pseudomedicine Oct 4 – Scientific Advances, Chemical Compounds, and Technical Advances	A Brief History of Drugs Chapters 10 & 11

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Week & Date	Topic	Subtopics to be Included	Assigned and Supplemental Reading
Week 8 <i>Oct 9, 11</i>	Dr. Jakowec New Drugs; 20 th Century Psychedelics Return of the Repressed	The discovery of the amines and their euphoric and toxic effects – amphetamines and others. The influence of psychedelics and how they changed the course of history. The golden years and the societal pushback.	A Brief History of Drugs Chapter 12 A Brief History of Drugs Chapters 15 & 16
Week 9 <i>Oct 16</i>	Discussion of current events and how they relate to historical drugs that affected society. Review for Mid Term		
Week 9 <i>Oct 18</i>	Mid Term Exam – 18 October 2018		
Week 10 <i>Oct 23, 25</i>	Dr. Church Drug Regulations and Modern-day Pharmaceutics	A brief overview of drug regulations with a focus on drugs of abuse. This will include discussions of a popular street and illicit drugs beginning in the 1960's through today. These events led to the establishment of the modern US regulatory structure and development of the Drug Enforcement Agency.	Required reading to prepare for class lecture: TBA
Week 11 <i>Oct 30, Nov 1</i> Quiz #3 – 1 Nov	Dr. Jakowec The Era of substitutes	Societies attempts to regulate illicit drug trade. War on Drugs. Recent events discussed – The Killing Time: Inside Philippine President Rodrigo Duterte's War on Drugs	A Brief History of Drugs Chapter 17 http://time.com/4462352/rodrigo-duterte-drug-war-drugs-philippines-killing/
Week 12	Second short essay due – 8 November 2018		

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Week & Date	Topic	Subtopics to be Included	Assigned and Supplemental Reading
Week 12 <i>Nov 6, 8</i> Essay 2 – 8 Nov	Dr. Culy The history of the development of forensic toxicology as a discipline to provide evidence of exposure to poisons	Understand the development of assays to measure poisons Understand how forensic toxicology has progressed with time to enable determination of cause of death	Introductory Chapter, Emsley, 2008 Langman and Kapur, 2006
Week 13 <i>Nov 13, 15</i>	Dr. Culy The use of poison to influence history during the Renaissance Era	Understand how poisoning developed as an art during the Renaissance Era Evaluate how the Dinner Party poisonings of the Borgia family influence history	https://www.elsevier.com/books/toxicology-in-the-middle-ages-and-renaissance/wexler/978-0-12-809554-6
Week 14 <i>Nov 20</i> Quiz #4 – 20 Nov	Dr. Church Chemical and biological warfare in antiquity and modern day	Understand the development and uses of chemical and biological warfare Discuss the ethical considerations of the use of chemical agents on populations and the data collected	EPA's 2006 Human-Subjects Rule for Pesticide Experiments http://www.tandfonline.com/doi/full/10.1080/08989620701670161?mobileUi=0& The Ethical Use of Unethical Human Research http://bioethics.as.nyu.edu/docs/10/30171/Steinberg.HumanResearch.pdf
Week 15 <i>Nov 27, 29</i>	Dr. Church History of the Diagnosis of Addiction Final Exam Review	Understand how the modern concept of addiction came to be Nov 27 – Diagnosis of Addiction Nov 29 – Final Exam Review	“History of the Concept of Addiction” Nathan, P. (2016) – on BlackBoard
<i>Final Exam Week</i> <i>6 Dec; 2pm-4pm</i>			

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STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

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Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

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Short Essay #1

Grading will be based upon the quality of your analysis and how clearly you present the information within your answers. You are expected to incorporate key terms and concepts you have learned in this course. Points will be deducted for grammar, punctuation, and spelling errors. You should start with a brief outline for each answer, create a rough draft, and then produce a final draft. **The final draft is the only document you need to submit.**

These essays are short-answer essays; your answers must consist of:

- A. **An Introduction paragraph**, which contains a minimum of two sentences that introduces your answer to the reader and establishes a foundation for the remainder of your answer.
- B. **Body paragraph(s)**, which present the major content of your answer. Include at least one body paragraph with three or four sentences within the paragraph.
- C. **A conclusion paragraph**, which contains a minimum of two sentences and summarizes the major points contained in the body paragraphs.

Format Requirements

Carefully follow the format requirements below. Any variation will result in lost points or no credit.

- Margins = 1 inch
- Font type = Arial, Times New Roman, or any Sans type font
- Font size = 11 point
- **4 pages (double spaced) – (references not included)**
- Use question number to indicate different responses (e.g. Question 1 – Response)
- Filename should have your last name and first name (e.g. Trojan_Tommy_ShortEssay1)
- Acceptable file formats:
 - Word (DOC or DOCX)
 - Portable Document File (PDF)
 - **No other formats will be accepted!**

Direct Quotations

These essays are expected to be written in your own words therefore no more than 10% of the essay should be quoted or copied word – for – word. If you submit an essay with more than 10% quoted material, you will be penalized one point for each percentage above 10%. If you submit a project with more than 25% quoted material, you will receive an automatic zero.

APA Citations

THIS IS NOT AN APA paper; however, you are expected to demonstrate understanding of the rules of plagiarism and expected to use APA style citations appropriately, which include in-text and full citations on a Reference page.

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You are expected to cite at least 6 sources (class books and articles, articles from journals, books, etc), 3 sources for each essay for a total of 6 sources. You will be penalized -2 points for each missing resource.

Do NOT use Wikipedia or any other wiki for these essays.

Select **2** out of the **6** questions below and provide your answers. Write **2** pages for each response, for a total of **4** pages.

Short Essay #1: Questions (pick 2):

1. How does culture influence how drugs are viewed / utilized within society? Give examples to support your rationale.
2. Of the three socio-cultural mechanisms of drug utility (therapeutic, transcendental, or communal), which has had the most influence on how drugs are perceived by the larger society? Provide examples to support your choice(s).
3. Pick one of the ancient civilizations we have reviewed (Egypt, Greece, Rome, China, or India) and describe their panacea and views on drugs. Use examples to support your arguments.
4. Describe how alcohol, cannabis, and opium have been viewed and utilized by ancient societies over time. Provide examples to support your descriptions.
5. What did each of the classic civilizations (Egypt, Greece, and Rome) add to medical knowledge?
6. Do you believe magic or medicine were more powerful among ancient peoples? Provide examples to support your decision.

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Short Essay #2

Grading will be based upon the quality of your analysis and how clearly you present the information within your answer(s). You are expected to incorporate key terms and concepts you have learned in this course. Points will be deducted for grammar, punctuation, and spelling errors. You should start with a brief outline for your essay, create a rough draft, and then produce a final draft. **The final draft is the only document you need to submit.**

Your essay should be concise; and must consist of:

- A. **An Introduction paragraph**, which contains a minimum of two sentences that introduces your answer to the reader and establishes a foundation for the remainder of your answer.
- B. **Body paragraph(s)**, which present the major content of your answer. Include at least one body paragraph with three or four sentences within the paragraph.
- C. **A conclusion paragraph**, which contains a minimum of two sentences and summarizes the major points contained in the body paragraphs.

Format Requirements

Carefully follow the format requirements below. Any variation will result in lost points or no credit.

- Margins = 1 inch
- Font type = Arial, Times New Roman, or any Sans type font
- Font size = 11 point
- **3 pages (double spaced) – (references not included)**
- Use question number to indicate different responses (e.g. Question 1 – Response)
- Filename should have your last name and first name (e.g. Trojan_Tommy_ShortEssay2)
- Acceptable file formats:
 - Word (DOC or DOCX)
 - Portable Document File (PDF)
 - **No other formats will be accepted!**

Direct Quotations

This essay is expected to be written in your own words, therefore, no more than **5%** of the essay should be quoted or copied word – for – word. If you submit an essay with more than **5%** quoted material, you will be penalized one point for each percentage above **5%**. If you submit a project with more than **20%** quoted material, you will receive an automatic zero.

APA Citations

THIS IS NOT AN APA paper; however, you are expected to demonstrate understanding of the rules of plagiarism and expected to use APA style citations appropriately, which include in-text and full citations on a Reference page. In-line citations should be (Author, Year). If you are referencing a direct quote, statistics, or a very specific event your citation should be (Author, Year, Page Number). Websites should be quoted as (website.com, Year Accessed).

You are expected to cite at least **6** sources (class books and articles, articles from journals, books, etc) and will be penalized **-2** points for each missing resource.

Do NOT use Wikipedia or any other wiki for this essay.

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TOPIC FOR SHORT ESSAY #2 –

The topic is your choice. Once you have a topic selected, go to the "Discussion Board" tab in Blackboard, create a thread, and enter your topic. Remember, the topics are first come, first serve - so you want to get yours entered as soon as possible. If your topic has been selected by another student, please consider a secondary topic or contact Dr. Church to discuss options. You will receive an email when your topic has been approved.