

**LAS: 3---- RESEARCH PRACTICUM: THE LAW, HISTORY, SOCIAL IMPACT, AND
REGULATION OF INDUSTRIAL HEMP**
Winter Quarter 2015

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*I will respond to email or voicemail messages within
48 hours. Email preferred.*

Office Hours: By appointment only. Please e-mail.

Course Prerequisites: None.

Class Dates: Thursdays 6:00 p.m.-9:50 p.m.¹

TOPICS:

Introduction to the hemp plant, and the origins, historical contexts and implications of contemporary legal and social issues surrounding its use for food, fiber, and building products. This course will cover the following academic categories: legal, criminal justice, social justice, social impact, policy, politics, and history.

COURSE TEXTS AND MATERIALS:

Assigned Articles provided by Instructor

COURSE DESCRIPTION:

The hemp industry has positioned itself over the past two decades to once again become a major global economic force in the 21st century.

“The hemp market right now is in the neighborhood of \$500 million a year in the US alone and all of that has to be imported.”

- **Wall Street Journal, November, 2015**

The U.S. was once a world leader in hemp production until 1937. In fact, hemp was the second leading cash crop in the U.S at the time, and top cash crop in the world at the time. Yet, it was subject to

¹ After the first two full class meetings, this class will meet on an appointment-only basis. Students are expected to attend these face-to-face class sessions.

prohibition. Why? How? This course will examine the legal, political, and social issues and implications surrounding this. And it will look at present national and international hemp regulations and legislation, and their impact on economy and society.

Today in the U.S., hemp (meaning the roots, stalk, and stems of the cannabis plant) is legal to possess. No one can arrest you for wearing a hemp shirt, or using hemp paper. Marijuana (The flowers, buds, or leaves of the cannabis plant) is not legal to possess, and there are stiff fines and possible jail terms for having any marijuana in your possession. The seeds are legal to possess and eat, but only if they are sterilized (will not grow to maturity.)

The U.S. Congress passed the 2014 Farm Bill which authorized states to enact hemp pilot program legislation to reintroduce this plant to the economy. Colorado has been at the forefront of cannabis regulation since 2009.

Nineteen states—California, Colorado, Connecticut, Delaware, Hawaii, Illinois, Indiana, Kentucky, Maine, Montana, Nebraska, New Hampshire, North Dakota, Oregon, South Carolina, Tennessee, Utah, Vermont and West Virginia—currently have laws to provide for hemp pilot studies and/or for production as described by the Farm Bill stipulations.

Eight of these states—California, Colorado, Maine, Montana, North Dakota, Oregon, Vermont and West Virginia—sponsored hemp resolutions and have laws to promote the growth and marketing of industrial hemp.

Specifically, in 2013, Colorado passed the nation's first statewide recreational marijuana regulatory program. But it also established a hemp regulatory program through the Colorado Department of Agriculture. Hemp regulation (as distinct from the merits of hemp policy) has its critics, its passionate advocates, and its governmental supporters. However, does hemp regulation work? What are the measures? Is hemp the same as marijuana? Should we be concerned? Is this regulation effective? Are there distinct models of regulation? How can it be improved? Where in the world is industrial hemp grown? Is hemp legal to grow in the United States? Why was growing hemp made illegal? How much is the hemp foods market worth in the United States? What states currently have laws making industrial hemp legal? What are the benefits of hemp compared to other food crops? How can hemp be used for cloth? Why is it better than cotton? How can hemp be used to make paper? How can hemp be used to make bio-fuel? Why is it better than petroleum? What other uses for hemp are there?

This research project will endeavor to answer some of these questions. Because this issue is novel, and because no one in the nation has attempted such an undertaking, the project necessarily will require both traditional and non-traditional research methods. The research will include combing through public data by contacting and interviewing various state and local agencies. It will also begin with a review of the vast body of news media reporting on this topic. The class will be presented with numerous policy and industry actors, activists, policymakers, and industry/trade groups.

The primary course objective is for Students to assist the instructor with preparing a report that will seek to identify and answer some of the questions posed above. Through this process, Students will gain global knowledge and understanding about the government, its regulations, policy advocacy groups, activists, and governmental agencies. Students will have an opportunity to select one area of

measurement/inquiry and will be required to document all phases of their research. The final paper will include a well written piece documenting the research undertaken; an annotated bibliography, in addition to other substantive research items that are related to the project as a whole.

Students are expected to perform at exemplary levels demonstrating advanced research, written and public speaking skills, professionalism, sophisticated analysis, critical reasoning and sound judgment, especially as concerns contact with outside bar associations, lawyers and others during the course of the research.

Requirements for the First Class: Prepare an initial two-page narrative on why you chose the class and what you expect to learn; and how this class relates to your student goals and professional aspirations. Be prepared to discuss this narrative in class.

STUDENT LEARNING OUTCOMES:

1. Explore the sociolegal and historical context of hemp regulation.
2. Analyze how regulation is organized and utilized in our society.
3. Examine various national and state agencies, and how they operate to change or control behavior in our society.
4. Develop and demonstrate advanced research and organizational skills.
5. Exhibit strong professionalism and interpersonal skills, especially as concerns contact outside the CWC during the course of research.
6. Reflect on and integrate previous coursework in law and society.
7. Employ critical thinking, advanced research and writing skills, and exemplary oral communication skills ensuring that your public presentation is engaging and sophisticated.

COURSE COMPONENTS

- A. Assignments:
 1. Proposal on Research Selections (not graded)
 2. Written summaries on Sources (20%)
 3. Research Diary, checked periodically during semester (10%)
 4. Annotated Bibliography or Literature Review (10 %)
- B. Draft Paper (10%)
- C. Final Paper (30%)
- D. Experiential Learning Experience (20%)
 - (1) Class/project attendance and timeliness
 - (2) Appropriate and interculturally-responsible class participation and discourse
 - (3) Sophisticated interpersonal skills including demonstrated leadership, collaboration and engagement with peers

ACADEMIC INTEGRITY:

The Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures (www.du.edu/honorcode <http://www.du.edu/honorcode>).

INCLUSIVE EXCELLENCE:

CWC is committed to fostering a diverse learning community that is inclusive and respectful. We encourage and appreciate expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could be potentially divisive instead turn into opportunities for intellectual and personal growth. Respecting what others say, their right to say it, and listening to each other are the ways that we all can further thoughtful and enlightening dialogue.

ATTENDANCE AND PARTICIPATION

Attendance is mandatory in all class sessions. Active participation in class and online discussions is also required and will be a determiner in a student's final grade. An absence, for any reason, will result in forfeiting points for in-class student presentations. These may not be made up in another class session. If an emergency arises, it is the student's responsibility to contact her instructor.

A grade of incomplete will be granted only under special circumstances as determined by the instructor. <http://www.du.edu/registrar/records/incompletepolicy.html>

TECHNOLOGY USE IN THE CLASSROOM

In order to create and maintain an optimal learning environment in the classroom, students should use technology appropriately as directed by the instructor for the purposes of the course. Work done on laptops, cell phones, and other devices that is not relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants.

ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor to discuss their needs. Failure to notify the instructor immediately may hinder the college's ability to accommodate accordingly. Students with learning disabilities should also contact the University Disability Services Program at <http://www.du.edu/studentlife/disability/>. University Disability Services houses the Learning Effectiveness Program (LEP) and the Disability Services Program (DSP).

OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced written notice, the absence will be considered an excused absence. For additional information, contact DU's Center for Religious Services (<http://www.du.edu/crs/>).

CRITERIA FOR GRADING RESEARCH PAPERS

- A. Grammar
- B. Oral Presentation
- C. Critical review/analysis
- D. Original ideas or critiques
- E. Discuss practical, real-world application and/or implications

- F. “Tightness” of discussion; good presentation and construction of ideas
- G. Academic references or research sources

PROFESSIONALISM

You are expected to conduct yourself with the utmost professionalism. For example, class attendance, timeliness, and participation are mandatory. Only emergencies due to circumstances beyond your control are considered excused absences, and/or observed religious holidays provided the student gave advanced, written notice to the instructor. **THERE IS AN EXPECTATION THAT NO ASSIGNMENTS WILL BE LATE NOR WILL THERE BE ANY EXCEPTIONS.** Additionally, the class will collectively identify other professionalism traits and characteristics, and create a collective agreement, which will be upheld and serve as a guideline throughout the course.

COURSE SCHEDULE

CLASS 1

Introductions by Instructor & Students

Requirements for the First Class: Students will summarize their two-page narrative on why you chose the class and what you expect to learn; and how this class relates to your student goals and professional aspirations. Narrative due.

Class Expectations

Lecture and Overview on Hemp regulation

Background on Hemp Regulation in the United States

Outline topics of inquiry

Begin Review of Course Materials

Assignments

- Select an area of hemp regulation to research
- 1. Prepare Research Proposal (**DUE SECOND CLASS**): A research proposal (double-spaced, 12 point type) which (1) identifies the areas selected to research, (2) describes why you made these selections, (3) describes how these women match your personal and/or professional goals and experiences, and (4) your proposed research methodology. We will discuss this initial proposal in our second class; you will be given suggestions on revising your proposal for final submission.

CLASS 2 ~

Class Discussion on regulation topics

Student Oral Presentations of Selections with Class Discussion & Input

Assignment of areas of measurement

Assignments

- Start and complete research
- Begin State Research
- Start Research Diary & Annotated Bibliography

- **Revised Proposal & Working Bibliography (DUE THIRD CLASS):** Revise your proposal and put together a working bibliography of sources, organizational sources and individuals you will use to undertake and complete your research.

SUBSEQUENT CLASSES ~ subject matter tbd (based upon status of project)

* The instructor reserves the right to modify this class schedule, and may add or change assigned readings, as the course proceeds. In addition, the instructor reserves the right to modify, cancel, or reschedule class times.