

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 420

Drug Use and Misuse

Course Outline

CRN 8678: 30 POINTS: 1+2, 2008

COURSE COORDINATOR: DR RUSSIL DURRANT

Room 1120, Murphy Building

Tel: (04) 463 9980

E-mail: Russil.Durrant@vuw.ac.nz

LECTURES: WEDNESDAY 4-6PM, VON ZEDLITZ 106

Institute of Criminology
CRIM 420 – 2008
Drug Use and Misuse

COURSE COORDINATOR: Dr Russil Durrant
Room 1120, Level 11, Murphy Building
Ph. 463-9980
E-mail: Russil.Durrant@vuw.ac.nz

LECTURE TIMES: Wednesdays, 4 - 6pm
Von Zedlitz 106

OFFICE HOURS: Wednesday 2 - 4pm
Students are encouraged to see Russil during these office hours. However, if this is not possible then please contact Russil to arrange an appointment.
The School Administration on level 9, Murphy building is open from 9am to 4pm.

NOTICEBOARD: There are notice boards on level 9 and 11, Murphy Building, which you should check regularly.

COURSE OVERVIEW

CRIM 420 is a post-graduate course which provides a broad, wide-ranging introduction to the various issues that relate to the use and misuse of drugs in society. The use of psychoactive drugs is a ubiquitous feature of human societies, both cross-culturally and historically. Yet, the manufacture, sale, and ingestion of (at least some) drugs has been subject to, often punitive, criminal sanctions, especially over the last one hundred years. The sale and use of drugs has also been related to violence, theft, and other types of criminal activity. Moreover, the use of both licit and illicit drugs is a major public health issue in modern societies, responsible for significant amounts of harm.

The central aim of this course is to advance understanding of the nature of drug use in society and its relation to crime in order to develop effective strategies for reducing drug related harm. Key topics include psychological and sociological explanations for drug use, the nature of illicit drug markets, the relationship between drugs and crime, and approaches to prevention, treatment, and effective public policy.

The structure of this course combines lectures, seminars and student presentations in a format designed to facilitate student learning and interaction.

COURSE OUTLINE

Date	Topic
27 Feb	Introduction
5 March	Drugs and Society: An overview
12 March	Cultural and Historical Perspectives
19 March	Drugs and Crime
26 March	Illicit Drug Markets
2 April	Drugs, Public Opinion and the Media Assignment 1 Due
9 April	Explaining Drug Use: Biological and Psychological Perspectives
14 – 27 April	MID-TRIMESTER BREAK
30 April	Explaining Drug Use: Sociological and Anthropological Perspectives
7 May	Drugs and the Criminal Justice System Assignment 2 Due
14 May	Drug Education and Prevention
21 May	Harm Reduction and Treatment
28 May	Drugs, Rights and Public Policy Class Debate
2 June – 6 July	MID-YEAR BREAK
9 July	Class review
16 July	Student presentations
23 July	Student presentations
30 July	Student presentations
6 August	Student presentations
13 August	Student presentations
18 – 31 August	MID-TRIMESTER BREAK
3 Sept. onwards	Research essay preparation Research Essay Due – 3 October

COURSE OBJECTIVES

- ◆ to develop an understanding of the nature and extent of drug use in society (assessed in assignment 1);
- ◆ to promote an understanding of the complex relationship between drug use and crime;
- ◆ to develop a multidisciplinary understanding of the reasons why people use drugs (assessed in assignment 2);
- ◆ to further thinking about different strategies for reducing drug related crime and their relative effectiveness;
- ◆ to promote critical thinking on selected topics relating to drug use and to encourage the development of advanced written skills (assessed in assignments 1 & 2 and the research essay);
- ◆ to provide an opportunity to develop oral presentation skills (assessed in the oral presentation and class debate); and
- ◆ to foster and develop critical communication skills through class discussion and debate of selected topics (assessed in class debate and oral presentation).

COURSE STRUCTURE

The course structure includes lectures, class discussion and student presentations. Each seminar will normally involve a combination of lecturing, class discussion and in-class activities. The discussion is intended to build on the material presented in the lecture and on the course reading for that week. It is imperative that students come to class with the reading completed and prepared to enter into these discussions. Set readings have been kept to a minimum for this reason.

All students are required to deliver at least one class presentation on a topic of their choice and to lead the discussion during this class. It is expected that this presentation will address the area selected by each student for examination in the research essay. In the first trimester students will also be required to give a brief 5 minute oral presentation based on a review of an article related to the topic of that week.

Further information and notification of any course changes will be posted on Blackboard. Blackboard should be checked regularly for relevant information relating to CRIM 420.

WORKLOAD GUIDELINES

Taking into account class attendance, preparatory reading, research for assignments and so on, students should spend around 12 hours per week working for CRIM 420

COURSE ASSESSMENT

The course will be entirely internally assessed. Assessment in the course will be by two written assignments, a class debate, one oral presentation and a research essay.

Assignment 1

Details: TBA

Due: 4pm, Wednesday 2 April

Percentage of final grade: 15%

Word count: 2000 words max.

Assignment 2

Details TBA

Due: 4pm, Wednesday 7 May

Percentage of final grade: 15%

Word count: 2000 words max.

Class Debate

Details TBA

Due: Wednesday 28 May

Percentage of final grade: 10%

Oral class presentation

An oral presentation of the materials to be covered within the research essay. Topic to be chosen by the student and agreed to by the course coordinator.

Due: Individual arrangement for presentation in July/August

Percentage of final grade: 10%

Written research essay

A research essay on the topic chosen by the student and presented in oral form to the class.

Due: 4pm, Friday 3 October

Percentage of final grade: 50%

Word count: 5000 words max.

The oral presentation and research essay should demonstrate familiarity with the literature relevant to the topic chosen and an awareness of critical issues in the area. All work should be well structured and clearly argued.

It is usually not possible to conduct empirical research; nor is it expected. However, if students wish to do this they must begin planning early in the course since most empirical research will require approval from the Human Ethics Committee.

Students are expected, in their written and oral work, to make a contribution to knowledge. Institute staff are not allowed to comment or provide feedback on drafts of the written assignments, but will provide feedback on a research proposal. It is also possible to discuss assignments in general terms and to receive feedback on the oral presentation.

Written assignments should be on A4 paper (on one side only) and should either be typed (preferably) or written by hand in black ink. The Institute insists on a high standard of written work from students. You should therefore ensure that there are no spelling or grammatical errors in your assignments, and that references are accurately cited. Careful proof-reading of assignments is essential. Failure to meet these standards will result in the deduction of marks. Further details on the assessment guidelines used to mark all student assignments in CRIM 420 will be provided during the first Trimester.

Assignments should be placed inside the essay box on the level 9, Murphy Building, left of the lift or sent to Russil Durrant at the Institute of Criminology, MY1120 Murphy Building, Kelburn Parade, Victoria University of Wellington, PO Box 600, Wellington, by courier or registered mail postmarked no later than 4.00pm on the due date.

COURSE REQUIREMENTS

To meet course requirements in CRIM 420, students are required to:

- ◆ attend all seminars, unless prevented by illness or other reasonable cause;
- ◆ give a short oral presentation based on a review of an article;
- ◆ submit assignments 1 & 2 by the date specified;
- ◆ participate in the class debate;
- ◆ make an oral presentation on the topic of their research essay; and
- ◆ submit a research essay by the date specified.

Students must meet the course requirements and obtain a minimum of 50% in each of the prescribed pieces of work in order to be awarded a pass in the course.

EXTENSIONS

The outline and extended essay must be handed in **by the due date**. You are expected to keep to this deadline, as otherwise it is unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from Russil Durrant **prior to the deadline**. An example of an exceptional circumstance would be illness supported by a letter from a medical practitioner. Please note that lack of organisation, word-processing failures and other work demands are not “good reasons”. Late submission of work without permission will be penalised by the following deductions:

One grade = period up to and including 24 hours past due date.

Two grades = period from 24 hours up to and including 72 hours past due date.

Work that is handed in later than 72 hours without prior permission will not be accepted.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means **no cheating**.

All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity.

Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

‘Someone else’s work’ means **anything** that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organisation or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University’s website at: www.victoria.ac.nz/home/studying/plagiarism.html.

SUBMITTING WORK THAT HAS BEEN SUBMITTED FOR ANOTHER COURSE

It is not acceptable for students to re-submit, in part or in whole, work that they have submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right to not accept the essay in question which may result in the student failing terms.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

OTHER CONTACT INFORMATION

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: jenny.neale@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: hal.levine@vuw.ac.nz
Maori and Pacific Student Liaison	Dr David Pearson, MY1020 Tel: 463 6748 E-m: david.pearson@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: carol.hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Adam Meers, MY921 Tel: 463 5317, 463 5258 E-m: sacs@vuw.ac.nz

ASSIGNMENT COVER SHEETS

All written work submitted for assessment for Criminology papers must have a School Assignment Cover sheet. A sample is to be found at the back of this Course Outline. Further copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical for accurate identification and recording of your work.

REFERENCING GUIDELINES

The following format for referencing is from the *Publication Manual* of the American Psychological Association (1994). We encourage you to learn and use the following format for referencing as part of the coursework done for the Institute of Criminology. The following examples are for the more common types of referencing which you will come across. However, if you need further information, please consult the latest edition of the Manual in the library:

Periodicals

(a) One-author publication

Henderson, L. N. (1985). The wrongs of victim's rights. *Stanford Law Review*, 38, 937-1021.

- In text, use the following each time the work is cited: (Henderson, 1985), or “Henderson (1985) asserts that”

(b) Two-author publication

Hawkins, J. D., & Weis, J. G. (1985). The social development model: An integrated approach to delinquency prevention. *Journal of Primary Prevention*, 6, 73-97.

- In text, use the following each time the work is cited: (Hawkins & Weis, 1985), or “Hawkins and Weis (1985) claim that”

(c) Three-or-more-author publication

Lang, A.R., Goeckner, D. J., Adesso, V. J., & Marlatt, G .A. (1975). Effects of alcohol on aggression in male social drinkers. *Journal of Abnormal Psychology, 84*, 508-518.

- In text, use the following the *first* time the work is cited: (Lang, Goeckner, Adesso & Marlatt, 1975), and every time *after* this first citation as: (Lang et al., 1975).

(d) Journal article in press

Corcoran, D. L., & Williamson, E. M. (in press). Unlearning learned helplessness. *Journal of Personality and Social Psychology*.

- In text, use the following each time the work is cited: (Corcoran & Williamson, in press).

(e) Magazine article

Reid, B. (1993, September 20). Looking into a child's future. *Time*, 34-40.

- In text, use the following each time the work is cited: (Reid, 1993).

(f) Newspaper article

Jail terms vary for bank robbers. (1992, November 7). *The Dominion*, p. 3.

- Use a short title following each time the work is cited: For example ("Jail Terms," 1992).

(g) Television programmes

Give the producer's name in place of 'author', and channel instead of 'place of publication'. Indicate the format in square brackets.

Williams, B. (Producer). (2000, May 14). *Reputations* [Television broadcast]. Auckland: NZ on Air.

- In text, “Billy Holiday may have used a lot of drugs and spent a lot of money but she is not someone we should feel sorry for” (Williams, 2000).

Books

(a) Reference to a one-author book

Pratt, J. (1992). *Punishment in a perfect society*. Wellington: Victoria University Press.

- In text, use the following each time the work is cited: (Pratt, 1992).

(b) Reference to a two-author book, second edition

Downes, D. & Rock, P. (1982). *Understanding Deviance* (2nd ed.). Oxford: Clarendon Press.

- In text, use the following each time the work is cited: (Downes & Rock, 1982).

(c) Reference to a chapter in an edited book

Ford, D. A. & Regoli, M. J. (1993). The criminal prosecution of wife assaulters: Process, problems, and effects. In N.Z. Hilton (Ed.), *Legal responses to wife assault: Current trends and evaluation* (pp. 127-164). Thousand Oaks: Sage.

- In text, use the following each time the work is cited: (Ford & Regoli, 1993).

Research reports

(a) Government reports

Ministerial Committee of Inquiry into Pornography. (1989) *Pornography*. Wellington: Government Print.

- In text, use the following each time the work is cited: (Ministerial Committee of Inquiry into Pornography, 1989).

(b) Government report, corporate author

Victims Task Force. (1993). *Towards equality in criminal justice*. Wellington: Victims Task Force.

- In text, use the following each time the work is cited: (Victims Task Force, 1993).

(c) Report available from Government Department, private author

Brown, M.M. (1992). *Decision making in district prison boards*. Wellington: Policy and Research Division, Department of Justice.

- In text, use the following each time the work is cited: (Brown, 1992).

(d) University research report

Deane, H. (1988). *The social effects of imprisonment on male prisoners and their families* (Study Series No. 2). Wellington: Victoria University of Wellington, Institute of Criminology.

- In text, use the following each time the work is cited: (Deane, 1988).

The Internet

Where possible follow the format as for printed pages; that is, author, date, title, publication and so on. While this detail is not always provided, what is provided should be referenced. Additional information required is the address or location of the information and the date on which you viewed or downloaded it.

In the example given below, the author, the date, the title and publication were available supplemented by the web address and the date viewed.

Massey, M. (1997) Australia computes as base for Asia. *Business Review Interactive Weekly*, Retrieved 15 August, 2005, from http://www.brw.com.au/fr_features.htm.

- In text, use the author name and date where possible eg - (Massey, 1997).

If these are not available, give the first part of Reference List entry (usually the website title or corporate author) instead: e.g. (Ministry of Justice, 2005) or (*Juvenile Crime Statistics*, 2000). If a site has no date, use the abbreviation (n.d.).

READING LIST: DRUG USE AND MISUSE 2008

This list indicates the topics to be covered in the course and identifies the reading material relevant to each topic. This material is contained within a book of readings which you are advised to purchase from Student Notes. Please note that at this level you are expected to read widely and use your research skills to identify and access additional materials relevant to specific topics. (Students are encouraged to attend the University Library's workshops to develop relevant skills in this regard).

Drugs and Society: An Overview

Boden, J.M., Fergusson, D.M., & Horwood, L.J. (2006). Illicit drug use and dependence in a New Zealand birth cohort. *Australian and New Zealand Journal of Psychiatry*, 40, 156-163.

Room, R. (2006). The dangerousness of drugs. *Addiction*, 101, 166-168.

Cultural and Historical Perspectives

Courtwright, D. T. (2001). *Forces of habit: drugs and the making of the modern world*. Cambridge, Massachusetts: Harvard University Press. (Chapter 2, pp. 31-53) [ISBN: 0-674-00458-2].

Rudgley, R. (1993). *The alchemy of culture: Intoxicants in society*. London: British Museum Press. (Chapter 7, pp. 115-143) [ISBN: 0-7141-2711-6].

Drugs and Crime

Bennett, T., & Holloway, K. (2005). *Understanding drugs, alcohol and crime*. New York: Open University Press. (Chapter 5, pp. 74-92) [ISBN: 10 0 33521257 3]

Boles, S. M., & Miotto, K. (2003). Substance abuse and violence: a review of the literature. *Aggression and Violent Behavior*, 8, 155-174.

Illicit Drug Markets

Bourgois, P. (1995). *In search of respect: Selling crack in El Barrio*. Cambridge: Cambridge University Press. (Chapter 3, pp. 77-114) [ISBN: 0-521-57460-9]

Wilkins, C., Reilly, J. L., Pledger, M., & Casswell, S. (2005). Estimating the dollar value of the illicit market for cannabis in New Zealand. *Drug and Alcohol Review, 24*, 227-234.

Drugs, Public Opinion and the Media

Boyd, S. (2002). Media constructions of illegal drugs, users, and sellers: A closer look at *Traffic*. *International Journal of Drug Policy, 13*, 397-407.

Roberts, J. V., Stalans, L. J., Indermaur, D., & Hough, M. (2003). *Penal populism and public opinion: Lessons from five countries*. Oxford: Oxford University Press. (Chapter 9, pp. 143-159). [ISBN: 0-19-513623-3]

Explaining Drug Use: Biological and Psychological Perspectives

Nesse, R. N., & Berridge, K. C. (1997). Psychoactive drug use in evolutionary perspective. *Science, 278* (October 3), 63-66.

Orford, J. (2001). Addiction as excessive appetite. *Addiction, 96*, 15-31.

Explaining Drug Use: Sociological and Anthropological Perspectives

Heath, D. B. (1999). Culture. In P. J. Ott, R. E. Tarter, & R. T. Ammerman (Eds.), *Sourcebook on substance abuse: Etiology, epidemiology, assessment, and treatment* (pp. 175-184). Boston: Allyn Bacon. [ISBN: 0-205-19802-3]

Shaw, V. N. (2002). *Substance use and abuse: Sociological perspectives*. Westport, Connecticut: Praeger. (Chapter 9, pp. 199-220). [ISBN: 0-275-97139-2]

Drugs and the Criminal Justice System

O'Callaghan, F., Sonderegger, N., & Klag, S. (2004). Drug and crime cycle: Evaluating traditional methods versus diversion strategies for drug-related offences. *Australian Psychologist, 39*, 188-200.

Trace, M. (2005). The Taliban and opium cultivation in Afghanistan. *International Journal of Drug Policy, 16*, 79-80.

Wilkins, C., Bhatta, K., & Casswell, S. (2002). The effectiveness of cannabis crop eradication operations in New Zealand. *Drug and Alcohol Review, 21*, 369-374.

Drug Education and Prevention

- Biener, L., & Taylor, T. M. (2002). The continuing importance of emotion in tobacco control media campaigns: a response to Hastings and MacFadyen. *Tobacco Control, 11*, 75-77.
- Hastings, G., & MacFadyen, L. (2002). The limitations of fear messages. *Tobacco Control, 11*, 73-75.
- Midford, R. (2000). Does drug education work? *Drug and Alcohol Review, 19*, 441-446.

Harm Reduction and Treatment

- Miller, W. R. (2006). Motivational factors in addictive behaviours. In W. R. Miller & K. M. Carroll (Eds.), *Rethinking substance abuse: what the science shows, and what we should do about it* (pp. 134-150). New York: The Guilford Press. [ISBN: 1-57230-231-3]
- Witkiewitz, K., & Marlatt, G.A. (2006). Overview of harm reduction treatments for alcohol problems. *International Journal of Drug Policy, 17*, 285-294.

Drugs, Rights, and Public Policy

- MacCoun, R. J., & Reuter, P. (2001). *Drug war heresies: learning from other vices, times, and places*. Cambridge: Cambridge University Press. (Chapter 13, pp. 300-327) [ISBN: 0-521-79997-X]
- van Ree, E. (1999). Drugs as a human right. *International Journal of Drug Policy, 10*, 89-98.

Office use only

Date Received:

(Date Stamp)

School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

Assignment Cover Sheet

(please write legibly)

Full Name: _____

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____