

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, 2010**

*(Trimester dates: 1 March – 15 October 2010)*

**COURSE COORDINATOR: DR RUSSIL DURRANT**

*Room 1120, Murphy Building*

*Tel: (04) 463 9980*

*E-mail: [Russil.Durrant@vuw.ac.nz](mailto:Russil.Durrant@vuw.ac.nz)*

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**LECTURES: TUESDAY 3-5PM: KK103**

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*Institute of Criminology*

## **CRIM 420 – 2010**

# *Drug Use and Misuse*

**COURSE COORDINATOR:** Dr Russil Durrant  
Level 11, Murphy Building MY1120,  
Ph. 463-9980  
E-mail: [Russil.Durrant@vuw.ac.nz](mailto:Russil.Durrant@vuw.ac.nz)

**LECTURE TIMES:** Tuesdays, 3- 5pm, New Kirk 103

**OFFICE HOURS:** Tuesdays, 1 - 3pm  
Students are encouraged to see Russil during his office hours. However, if this is not possible then please contact Russil to arrange an appointment.  
The School office, on level 9 of the 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.

### **COMMUNICATION OF ADDITIONAL INFORMATION**

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.

### **COURSE OVERVIEW**

The study of drug use and misuse from a multidisciplinary perspective. The course looks at the importance of set and setting in the use of both legal and illegal substances.

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 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.

## **LEARNING OBJECTIVES**

Students completing this course should be able to:

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

## **COURSE OUTLINE**

<b>Date</b>	<b>Topic</b>
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2 March	Introduction
9 March	Drugs and Society – Part I
16 March	Drugs and Society – Part II
23 March	Drugs and Crime – Part I
30 March	Drugs and Crime – Part II
	<b>2-18 APRIL: MID-TRIMESTER BREAK</b>
20 April	Drugs, the Media, and Popular Culture
27 April	Why do People use Drugs? – Part I <i>Assignment Due at 4pm</i>
4 May	Why do People use Drugs? – Part II
11 May	Responding to Drug Use – The Criminal Justice System, Education, and Prevention
18 May	Responding to Drug Use – Harm Reduction, and Treatment
25 May	Should we punish drug offenders?
1 June	Class Debates
	<b>7 JUNE-11 JULY: MID-YEAR BREAK</b>
13 July	Class review <i>Essay Research Outline due at 4pm</i>
20 July	Student presentations
27 July	Student presentations
3 August	Student presentations
10 August	Student presentations
17 August	Student presentations
	<b>23 AUGUST-5 SEPTEMBER: MID-TRIMESTER BREAK</b>
7 Sept onwards	Research essay preparation <i>Research Essay Due – 5 October</i>

## COURSE ASSESSMENT

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

<b>Assessment</b>	<b>Due Date</b>	<b>Percentage of Final Grade</b>	<b>Word limit</b>
<i>Assignment</i>	<i>4pm, Tuesday 27 April</i>	<i>20%</i>	<i>2500</i>
<i>Class Debate</i>	<i>4pm, Tuesday 1 June</i>	<i>10%</i>	<i>1000</i>
<i>Research Essay Outline</i>	<i>4pm, Tuesday 13 July</i>	<i>5%</i>	<i>Two pages</i>
<i>Oral Presentation</i>	<i>TBA</i>	<i>10%</i>	<i>N/A</i>
<i>Research Essay</i>	<i>4pm, Tuesday 5 October</i>	<i>55%</i>	<i>6000</i>

### ***Assignment***

A written assignment is due on the 27th of April. This involves answering **ONE** of the following three questions.

#### ***EITHER***

You are a policy analyst at the Ministry of Justice and you have been asked to review New Zealand's classification of legal and illegal drugs. Your task is to make recommendations to the Minister regarding the classification of the following six drugs: Methamphetamine, Ecstasy (MDMA), Cannabis, LSD, Alcohol, and Tobacco. Your assignment should take the form of a report in which you indicate whether the classification of these drugs should change or remain the same. You will need to draw on the relevant literature to support your recommendations.

#### ***OR***

Choose ONE drug and write a brief history of that substance focusing on (a) patterns of use; and (b) efforts to control the use of that drug. What does your historical overview tell us about the nature of drug use in society and society's reaction to drug use?

#### ***OR***

Select THREE films in which the use of drugs features prominently. Provide a written analysis of these films in which you (a) discuss the patterns of drug use portrayed; (b) comment on how realistic the portrayal of drugs is; and (c) drawing on social cognitive theory, discuss the possible impact of the films on viewers' likelihood of using drugs.

This assignment is designed to promote critical thinking on selected topics relating to drug use.

<b>Assessment Guidelines for Assignment 1</b>		
<b>Domain</b>	<b>Requirements</b>	<b>Marks (20)</b>
Scope and Content	Your assignment should demonstrate that you have read the relevant literature and thought carefully about the question. You are expected to have a good understanding of the key concepts, arguments and debates in the area. You will do well in this section if you can show a good understanding of the research literature and clearly answer the question that has been set.	6
Strength of argument	You should show that you have thought about the question and reached your own conclusions on it. It is therefore important that the assignment presents a logically developed flow of argument which appears to follow an analysis of the topic, and that this argument can be supported by the accurate presentation of supporting evidence. You will do well in this section if you are able to construct a clear, logical, and evidence based conclusion or conclusions based on your analysis questions posed in the assignment.	5
Structure	Your assignment should flow coherently ensuring each component contributes to the overall argument. Your assignment should not read as a series of unrelated discussions or sections. The assignment should start with an introduction that clearly sets out the approach that you are going to take to the question and that outlines what will be covered in the main body of the assignment. The assignment should close with a conclusion that summarizes the major points discussed in the main body of the assignment.	5
Style and presentation	The assignment should be written in a clear, concise fashion. Errors in punctuation, spelling, and grammar should be kept to a minimum.	2
Use of source information	Give references for all your sources. References should be correctly cited in the text of the assignment and in a reference list at the end of the essay. Use APA referencing format throughout.	2

### ***Class Debate***

Class debates will be held on June 1. Students will form into groups of three to five individuals and participate in a debate on one of the following two topics: (1) Drugs should be legalized; or (2) Alcohol and tobacco should be prohibited. Students are expected to be fully active in the planning, preparation, and delivery of the debate with their group. A 1000 word paper based on the debate topic is also due on June 1.

This piece of assessment is designed to promote critical thinking on the nature of drug criminalization in society and to provide an opportunity to develop oral presentation skills.

<b>Assessment Guidelines for Class Debate – Part One (Oral Presentation)</b>		
Domain	Description	Marks (6)
Coherence of argument	You need to ensure that the overall argument that you present is clear, coherent, and is based on logical reasoning and/or relevant evidence.	1.5
Evidence of relevant research	You need to demonstrate that you have done some relevant research for your presentation and that the arguments that you develop are not (just) your opinions but are based on the relevant literature.	1.5
Rebuttal of opposing arguments	You need to ensure that you present coherent arguments against the ones provided by the affirmative or negative group.	1
Oral fluency	Your presentation should (ideally) be clear and fluent.	1
Group coordination	Full marks will be awarded in this domain if it is clear that all members of the group have contributed to the debate and coordinated their presentations.	1
<b>Assessment Guidelines for Class Debate – Part Two (Written Report)</b>		
Domain	Description	Marks (4)
Coherence of argument	You need to ensure that the overall argument that you present is clear, coherent, and is based on logical reasoning and/or relevant evidence.	2

Organization	You need to ensure that your report is clearly structured and well organized.	1
Style and presentation	The report should be written in a clear, concise fashion. Errors in punctuation, spelling, and grammar should be kept to a minimum.	1

**Research Essay Outline**

A research essay outline is due at 4pm on the 13 July. This outline should be based on the research essay that students plan to complete. The research essay outline template that will be provided in class should be used to complete the outline.

**Oral class presentation**

This involves a 20 minute oral presentation on the topic to be covered in the research essay.

<b>Assessment Guidelines for the Oral Class Presentation</b>		
<b>Domain</b>	<b>Description</b>	<b>Marks (10)</b>
Content	<p>Your presentation should be clearly organised and cover the key issues and questions that you want to address in your research essay. You need to ensure that you clearly delineate what your topic is and what your main objectives and research questions are. You need to demonstrate that you have a good understanding of the topic under consideration and you should provide your thinking and reading to date on this topic. It may be useful to also outline areas that you are planning to explore in more detail (but haven't yet) or outstanding questions and issues that you will investigate in your final research essay.</p> <p>In summary, a good presentation will:</p> <ul style="list-style-type: none"> <li>• Clearly delineate the topic under consideration</li> <li>• Provide a concise summary of the main objectives of the research essay and the key research questions under consideration (and <b>why</b> these are important).</li> <li>• Provide a well organized and clear coverage of work to date on the topic. You will need to demonstrate that you have done a significant amount of reading and thinking on the topic. If you are gathering data for your research essay you will need to focus on your planned methodological approach for addressing your research questions.</li> </ul>	7



	<ul style="list-style-type: none"> <li>• Outline areas where further work is planned/needed and how you are going to proceed.</li> </ul>	
Presentation	<p>A good presentation is one that is clear, well paced, and makes effective use of audio and visual support material. You will be assessed on the following criteria:</p> <ul style="list-style-type: none"> <li>• Speech is clear and well-paced (be careful not to speak too quickly)</li> <li>• Use of audiovisual support material (e.g., PowerPoint, overhead, handouts)</li> </ul>	2
Discussion	<p>In this section you will be assessed on how effectively you address questions raised in discussion. You are NOT expected to know everything about your topic, but it will be important that you have a clear idea of what you are doing in your research essay and why.</p>	1

**Written research essay**

The research essay is due at 4pm on 5 October. This should take the form of a 6000 word research essay on a topic to be chosen by the student in consultation with the course convener.

<b>Assessment Guidelines for the Research Essay</b>		
<b>Domain</b>	<b>Requirements</b>	<b>Marks (55)</b>
Scope and Content	<p>Your research essay should demonstrate that you have read widely and thought carefully about the topic under consideration. Your research questions should be clearly outlined and clearly linked to existing literature in the area (that is, you need to explain why you are asking these questions and how they relate to what is already known in the area). You are expected to have a good understanding of the key concepts, arguments and debates in the area and to have read most of the relevant empirical and theoretical literature that is available (this depends somewhat on the topic).</p> <p>You will do well in this section if you can show a clear mastery of the research literature and demonstrate how your research questions (and your answer to them) contribute to the existing literature.</p>	18

Strength of argument	<p>You should show that you have thought about the topic and reached your own conclusions on it. It is therefore important that the research essay presents a logically developed flow of argument which appears to follow an analysis of the topic, and that this argument can be supported by the accurate presentation of supporting evidence.</p> <p>You will do well in this section if you are able to construct a clear, logical, and evidence based conclusion or conclusions based on your analysis of the topic and the questions that you pose. That doesn't mean that you have to have "all the answers", but it does mean that you will need to clearly note limitation of your analysis and directions for further research where appropriate.</p>	13
Structure	<p>Your research essay should flow coherently ensuring each component contributes to the overall argument. Your essay should not read as a series of unrelated discussions or sections. The essay should start with an introduction that clearly sets out the approach the writer is going to take to the question and that outlines what will be covered in the main body of the essay. The essay should close with a conclusion that summarises the major points discussed in the main body of the essay.</p> <p>I strongly recommend using sub-sections or chapters to help to organise your work.</p>	13
Style and presentation	The essay should be written in a clear, concise fashion. Errors in punctuation, spelling, and grammar should be kept to a minimum.	5.5
Use of source information	<p>Give references for all your sources. References should be correctly cited in the text of the essay and in a reference list at the end of the essay. You are expected to have read widely for your research essay and your use of references should reflect this fact.</p> <p>Use APA referencing format throughout.</p>	5.5

### Notes on Assessment

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.

## **MANDATORY COURSE REQUIREMENTS**

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

- ◆ attend all seminars, unless prevented by illness or other reasonable cause;
- ◆ submit assignment 1 by the date specified;
- ◆ participate in the class debate;
- ◆ submit a research essay outline;
- ◆ 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.

## **EXPECTED WORKLOAD**

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.

## **EXTENSIONS**

All pieces of assessment must be submitted by the due date. You are expected to keep to these deadlines, 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.

## **COURSE MATERIALS**

The prescribed text for CRIM 420 is a set of Student notes, which is available from the Student Notes distribution Centre for \$25.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **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* or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

The AVC (Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at: [http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

## **COURSE WITHDRAWAL PROCEDURES**

If you decide for ANY reason at ANY stage to withdraw from CRIM 420 (or any other course) please see the Faculty of Humanities and Social Sciences office on the 4th floor of the Murphy Building for an Add/Drop Course form. Failure to do so may have consequences for enrolment, student grants, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal on your record if you do not act promptly.

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## **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.

## OTHER CONTACT INFORMATION

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: <a href="mailto:Allison.Kirkman@vuw.ac.nz">Allison.Kirkman@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: <a href="mailto:Hal.Levine@vuw.ac.nz">Hal.Levine@vuw.ac.nz</a>
Maori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: <a href="mailto:Trevor.Bradley@vuw.ac.nz">Trevor.Bradley@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: <a href="mailto:russil.durrant@vuw.ac.nz">russil.durrant@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:Carol.Hogan@vuw.ac.nz">Carol.Hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Alison Melling, Heather Day MY921, Tel: 463 5317; 463 5258; 463 5677 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

## 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:

### 1. 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).

#### (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).

#### (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*, pp. 34-40.

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

**(f) Newspaper article, no author**

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

- In text, use a short title following each time the work is cited: For example ("Jail Terms," 1992) or (Dominion, 7.11.92).

**2. 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). California: Sage.

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

**3. 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](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 2010

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. A list of further reading is also provided. 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 – Part I and Part II

#### **Assigned Reading**

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.

Nutt, D., King, L. A., Saulsbury, W., & Blakemore, C. (2007). Development of a rational scale to assess the harm of drugs or potential misuse. *The Lancet*, 369, 1047-1053.

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).

#### **Further Reading**

Durrant, R., & Thakker, J. (2003). *Substance use and abuse: Cultural and historical perspectives*. Thousand Oaks: Sage Publications

Mosher, C. J., & Atkins, S. (2007). *Drugs and drug policy: The control of consciousness alternation*. Thousand Oaks: Sage Publications.

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

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### Drugs and Crime – Part I and Part II

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Sommers, I., & Baskin, D. (2006). Methamphetamine use and violence. *Journal of Drug Issues*, 36, 77-96.

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- Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology*, 3, 265-299.
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## **Why do people use drugs? – Part I**

### ***Assigned Reading***

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

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- Durrant, R., Adamson, S., Todd, F., & Sellman, D. (2009). Drug use and addiction: An evolutionary perspective. *Australian and New Zealand Journal of Psychiatry*, 43, 1049-1056.
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## Why do people use drugs? – Part II

### **Assigned Reading**

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.

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## Responding to Drug Use – The Criminal Justice System

### **Assigned Reading**

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.

### **Further Reading**

Bewley-Taylor, D., Trace, M., & Stevens, A. (2005). Incarceration of drug offenders: costs and impacts. *The Beckley Foundation Drug Policy Programme*.

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## Responding to Drug Use – Drug Education and Prevention

### **Assigned Reading**

- 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.
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- Caulkins, J. P., Pacula, R. L., Paddock, S., & Chiesa, J. (2004). What we can – and cannot – expect from school-based drug prevention. *Drug and Alcohol Review, 23*, 79-87.
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## **Responding to Drug Use - Harm Reduction and Treatment**

### ***Assigned Reading***

- 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]
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## **Why do we Punish Drug Users? Should we Punish Drug Users?**

### ***Assigned Reading***

- 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]
- Husak, D. (2003). Four points about drug legalization. *Criminal Justice Ethics, Winter/Spring*, 21-29.

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Van Ree, E. (1999). Drugs as a human right. *International Journal of Drug Policy*, 10, 89-98.

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# School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

## Assignment Cover Sheet

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Full Name: \_\_\_\_\_  
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Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor's name: \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_