

SYLLABUS
JUST 366 Alcohol and Crime (81825 601)
Fall 2009, 4-5:15 p.m. T/R
SSB 251

PROFESSOR: Marny Rivera, Ph.D.

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Office Hours: Monday and Wednesday 11:00 a.m. - 12:30 p.m.

CATALOG DESCRIPTION:

Examines the relationship between alcohol use and a variety of criminal behaviors including assault, homicide, and drunken driving. Special consideration is given to legislative and environmental approaches for preventing the negative consequences of alcohol use.

Registration Restrictions: Junior standing

COURSE DESCRIPTION:

This course provides a critical analysis of the drug-crime connection; the term drug includes but not limited to alcohol. Students will differentiate concepts such as substance use, abuse, addiction and physical dependence and will consider how these concepts influence our understanding of and response to substance use, abuse and drug-crime. The psychopharmacology, physiological effects, dependence, method of use, classification and CSA schedule for primary drugs of abuse (including alcohol) will be presented along with data estimating the extent of drug use. This course will also emphasize biological, sociological and psychological theories of substance use, abuse and related crime. The drug-crime connection will be analyzed from historical, contemporary and prospective points of view with a focus on relevant legislation and policy. Responses to substance use, drug and crime problems including the punitive war on drugs employed by the United States as well as preventive, treatment oriented, and harm reduction policies commonly used in other countries will be evaluated. Students will continually be challenged to examine and consider the role of race, class, gender and age in the use and criminalization of as well as policy responses to the various substances studied in connection with crime.

LEARNING OBJECTIVES:

- Document examples of the drug-crime connection including different types of crimes and prevalence patterns in connection with primary substances of abuse
- Define key vocabulary central to understanding the relationship between substance use and crime
- Differentiate between primary substances of abuse based on their psychopharmacology, physiology, likelihood of dependence and indicators of social harm, including but not limited to, crime
- Analyze statistics on drug use and abuse and defend positions regarding the positive and negative nature of drug use, abuse, and criminal justice response to drugs
- Evaluate biological, sociological and psychological theories of substance abuse
- Differentiate between views of substance use, abuse and social harm from historical, contemporary and prospective points of view
- Deconstruct factors influential in the development of specific drug legislation and policy

- Evaluate the effectiveness of punitive, preventive, treatment oriented and harm reduction policies in the U.S. and other countries
- Identify the influence of race, class, gender and age in substance use, abuse, social harm and criminal justice policies and practices related to controlling drugs
- Skills: Reading comprehension, library research, defending an argument, public presentation

REQUIRED TEXTS:

Abadinsky, H. (2008). *Drug use and abuse: A comprehensive introduction* (6th ed.). Belmont: Thomson Wadsworth.

Levinthal, C.F. (Ed). (2003). *Point/counterpoint: Opposing perspectives on issues of drug policy*. Boston: Allyn and Bacon.

Additional readings may be assigned and you will be notified in class of these additional readings.

ACADEMIC DISHONESTY:

Academic dishonesty will not be tolerated in this class. Forms of academic dishonesty include (but are not limited to) cheating on exams, working with other students on quizzes, turning in papers that have not been written by the student claiming to have written them; plagiarizing the work of others and submitting the same paper twice in different (or the same) courses. Any evidence of academic dishonesty will result in zero points (grade of F) on the exam or assignment it was detected and will be reported to the Dean.

STUDENTS WITH DISABILITIES:

If you are in need of academic support because of a documented disability (whether it be psychiatric, learning, mobility, health-related or sensory) you may be eligible for academic accommodations through Disability Support Services. Contact DSS at 786-4530, aydss@uaa.alaska.edu or Rasmusson Hall 105 for more information.

Your professor for this particular class considers herself an advocate for students and is more than willing to help students in need. However, students are encouraged to meet with the professor as early as possible in order to make arrangements for any necessary and/or helpful accommodations. Professors are not required to make retroactive accommodations, so please make arrangements in advance.

COURSE REQUIREMENTS AND GRADING:

Students can accumulate points in the following ways

Exams:	340 points
Exam 1: 100 points	
Exam 2: 115 points	
Exam 3: 125 points	
Study Guides:	56 points
14 X 4 points	
Argument and Evidence Briefs:	75 points
5 X 15 points	
Presentation:	75 points
<u>Preparation & Participation (PNP)</u>	<u>54 points</u>
Total:	600 points

Final grades will be assigned based on the following percentages:

A = 89.5-100%

D = 59.5-69.49%

B = 79.5-89.49%

F = Below 59.5%

C = 69.5-79.49%

Exams

Three exams will be given during the semester to assess student knowledge and comprehension of the material. The exam will cover material presented in the text, assigned readings, lectures and other class activities. Two exams will take place during the regular semester (see schedule below for dates) and one exam will take place during final exam week. The third and final exam will be comprehensive. Exams will consist largely of multiple choice questions with some matching and/or fill-in-the-blank items. Each exam will contain a small number of essay questions. Students will be notified in advance of topics assessed in essay questions. Each essay question will be answered in one or two complete paragraphs.

Study Guides

You are assigned to submit study guides on exam days. Study guide content is associated with the Abadinsky text and class lecture material. Study guides should be completed as we progress through each chapter and can be used to study for exams. Study guides will be posted to Blackboard for downloading. Hand write or type the content onto the study guide retaining the questions or topic items. Essay questions must be outlined as well. Paper copies of completed study guides are to be submitted at the beginning of class on exam days (see the schedule). This is an independent assignment that students should NOT work together to complete. If you work with another student on this assignment (a form of academic dishonesty) be prepared to split the points you earn with your student peer.

Arguments and Evidence Briefs

The goal of this assignment is to encourage you to and reward you for reading the Levinthal material prior to class so that you can engage in informed class discussion. Prepare a one page (single spaced typed) summary of the positions, main arguments and evidence for the assigned Levinthal chapters. Use clear headings to delineate "Positions," and/or "Arguments" and "Evidence." Evidence following arguments should be provided in a paraphrased bulleted list. Direct quotes must be indicated with quotation marks. Limit your use of direct quotes to no more than one per section. Provide an accurate reference list citation at the top of each arg/ev brief and provide an in-text citation for a minimum of one piece of evidence within each section in your brief (each chapter is divided into sections). Hard copy arg/ev briefs are due at the beginning of class on the assigned due dates (see schedule). Your final points will be based on the 5 arg/ev briefs that generated the largest number of points.

Presentation

During the last official class period and part of the final exam period, students will give a research based presentation. The goal of this seven-minute presentation is for students to synthesize existing research on an approved topic of their choice related to substance use and crime. In their presentations, students are expected to defend a specific position on their chosen topic. Students will use Power Point to deliver their presentation, or may construct a poster in place of their power point presentation; the poster option must be approved by your professor at least two weeks before the first presentations are scheduled. Students will submit their speaker's notes in the form of a detailed outline, and a reference list. Reference lists will contain a minimum of five scholarly sources cited properly using APA citation style. In addition to being graded on their knowledge and comprehension, students' presentation skills will be assessed.

For more information on this point generating activity, develop questions for your professor and ask them at appropriate times.

Tentative Reading, Assignment and Exam Schedule

Day Date Class #	Topic or Activity	Reading Associated with Lecture	Assignments/Deadlines
Tues 8/25 1			Course Overview
Thurs 8/27 2	An Introduction to Drug Abuse SAMHSA States in Brief: Alaska	Abadinsky 1	
Tues 9/1 3	Drug Use and Legislation: A History	Abadinsky 2	
Thurs 9/3 4	Drug Legalization	Levinthal 1	Arg/Ev Brief 1
Tues 9/8			Labor Day Holiday
Thurs 9/10 5	Drugs and the Nervous System	Abadinsky 3	
Tues 9/15 6		Abadinsky 3	
Thurs 9/17 7	Substance Dependence as a Brain Disease	Levinthal 5	Arg/Ev Brief 2
Tues 9/22 8			Exam I Submit Study Guide: Abadinsky 1-3
Thurs 9/24 9	Depressants	Abadinsky 4	
Tues 9/29 10	Stimulants	Abadinsky 4-5	
Thurs 10/01 11	Hallucinogens, Club Drugs, Marijuana, and Inhalants	Abadinsky 5-6	
Tues		Abadinsky 6	

10/06 12			
Thurs 10/08 13	Medical Marijuana	Levinthal 8	Arg/Ev Brief 3
Tues 10/13 14	The Sociology of Drug Abuse	Abadinsky 7	
Thurs 10/15 15	The Psychology of Drug Abuse	Abadinsky 8	
Tues 10/20 16	Drug Abuse Prevention	Abadinsky 10	
Thurs 10/22 17	Drug Abuse Treatment	Abadinsky 9	
Tues 10/27 18	Alcoholics Anonymous	Levinthal 6	Arg/Ev Brief 4
Thurs 10/29 19		Levinthal 6	
Tues 11/03 20			Exam II Submit Study Guide: Abadinsky 4-10
Thurs 11/05 21	The Business of Drugs and the Drug-Terrorism Connection	Abadinsky 11	
Tues 11/10 22	Drug Laws and Law Enforcement	Abadinsky 12	
Thurs 11/12 23	Aggressive Governmental Drug Regulation	Levinthal 9	Arg/Ev Brief 5 Withdrawal Deadline: 11/16/08
Tues 11/17 24	Drug Abuse Policy	Abadinsky 13	
Tues 11/19 25	Interdiction	Levinthal 2	Arg/Ev Brief 6
Tues 11/24 26	Drug Decriminalization and Harm Reduction	Abadinsky14	

Thurs 11/26			Thanksgiving Holiday
Tues 12/03 27	Harm Reduction	Levinthal 4	Arg/Ev Brief 7
Thurs 12/5 28			Presentations
Tues 12/08/08	Final Exam & Presentations	4:00-6:45 p.m.	Comprehensive Exam III Submit Study Guide: Abadinsky 11-14

Your professor reserves the right to modify this syllabus and will notify you in a timely manner if changes are made.

CLASS POLICIES:

Late Work: No late work will be accepted in this class. Under special circumstances and based on an agreement between an individual student and your professor, any late work that is accepted will receive a 20% reduction in earned credit for the first day it is late and a 10% reduction in earned credit for each subsequent late day (including weekends). Arrange to submit all work on time to avoid a late work point reduction.

Cell Phones: NO CELL PHONES may be used in class. This means they should not vibrate or ring and no text messaging or accessing caller ID or other information is allowed during class time. If I see or hear your cell phone during class time you will lose 5 points for each instance and will be asked to offset the class interruption you generated. If I see or hear your cell phone during an exam I will assume you are using it for academically dishonest purposes, will confiscate your phone and will give you a zero on the quiz or exam. Please alert me to any emergencies that require you to have your cell phone on vibrate.

Email: When emailing your professor include our course number in the subject line of your email along with the topic of your question (i.e. JUST 366, missing grade). Include your first and last name in the body of the email. Absolutely no emailed assignments will be considered for grading. Please use email appropriately. For most class issues including questions about assignments, your performance in class or feedback and direction on assignments, please arrange to meet with me in my office during office hours rather than send emails. Failing to follow this policy may result in my failure to reply to your email or it may get classified as "spam" and deleted.