

DRUG USE AND ABUSE – CJ668
SAM HOUSTON STATE UNIVERSITY
SUMMER 2008

Professor: Melissa Tackett-Gibson, PhD
Graduate Assistant: TBA
Campus Office: C-213
Office Phone: (936) 294-3643
Email: tackettgibson@shsu.edu
Class Hours: TTH 1:00-4:50 pm
Classroom: CJC A181
Office Hours: Additional hours by appointment

Required Textbooks:

Mosher, Clayton J. and Akins, Scott. 2007. *Drugs and Drug Policy: The Control of Consciousness Alteration*. Sage Publications, Inc.

Kelley, Margaret S. (Ed.) 2006. *Readings on Drugs and Society: the Criminal Connection*. Boston: Pearson Education Group and AB Longman.

Ettorre, E. 2007. *Revisioning Women and Drug Use: Gender, Power and the Body*. Palgrave Macmillan.

Additional Readings:

Selections from *Theories on Drug Abuse*. NIDA Research Monograph, Number 30, 1980 available at <http://www.nida.nih.gov/pdf/monographs/download30.html>

Lindesmith, A.R. 1940. "'Dope Fiend' Mythology", *Journal of Criminal Law and Criminology* (1931-1951), Vol. 31, No. 2, pp. 199-208.

Harrison, L.D. 2001. Understanding the differences in youth drug prevalence rates produced by the MTF, NHSDA, and YRBS studies. *Journal of Drug Issues*, 31(3), pp. 665-694.

Harrison, L. D. 1995. The validity of self-reported data on drug use. *Journal of Drug Issues*, 25, 91–111.

Menard S., Mihalic, S., Huizinga, D. 2001, Drugs and crime revisited. *Justice Quarterly*, 18, 2.

Reinarman, Craig. 1994. "The Social Construction of Drug Scares." Pp. 92-104 in *Constructions of Deviance: Social Power, Context, and Interaction* (Patricia A. Adler and Peter Adler, editors). Belmont, CA: Wadsworth.

Reuter, P. 1999, "Drug Use Measures: What Are They Really Telling Us?", *National Institute of Justice Journal*, : 12-19

Roe, G. 2005. Harm reduction as paradigm: Is better than bad good enough? The origins of harm reduction. *Critical Public Health*, Volume 15, Issue 3, pages 243 – 250.

Course Description: This course is designed to offer an advanced survey of the theories of drug use, research methods and major drug research datasets, as well as a review of the major topics of current research and an overview of policies related to drug use and crime.

Course Objectives:

Upon completion of the course, the student should be able to:

- recognize the broad types of drugs and the major drugs comprising each type
 - articulate the major theoretical positions regarding the drug use and drug and crime
 - identify and assess the strengths and weaknesses of drug data research methodologies
 - identify and assess the major sources of data on drug use and crime
 - recognize major approaches to drug policy in the United States
 - articulate appropriate policy in relationship to the theoretical positions on drug use and crime
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Attendance Policy:

As per University policies, regular and punctual attendance is mandatory. You are expected to arrive to class on time and not to leave early.

Student Absences/Religious Holidays: Absences may be excused for health, emergency or religious reasons. Absences are considered excused with documentation from a licensed physician confirming illness or family emergency. The note does not need to detail the illness or emergency, simply confirm the general cause of the absence. Documentation from other sources will be accepted at the discretion of the professor.

For more information on absences due to religious holidays please refer to <http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>

General Classroom Policies: There are several classroom policies which will be enforced during the term:

- **Laptops, cell phones, pagers, MP3 players, text messaging systems, games etc. must be turned off during the class.** *If you are repeatedly asked to put away or turn off the electronic device over the course of the class, your final grade will be reduced by one letter grade.*

Not sure if your device is prohibited? Go by this rule of thumb – if you turn it off in a theatre, at church, or on a plane during take off – turn it off in the class!

- **Use of tobacco products in the classroom or elsewhere in the building is prohibited.**

- **Sleeping, reading newspapers, books, listening to your MP3 player, or studying for other courses during class is prohibited.**
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Grading Policy: Your performance in the class will be evaluated by classroom participation, written assignments and a class presentation.

Grading is as follows:

| | |
|---|------------|
| Class attendance, participation and preparation | 20% |
| Five essays (10% each) | 50% |
| Class presentation | <u>30%</u> |
| | 100% |

Academic Honesty: *Students found to have plagiarized any part of an assignment will fail the course.*

The University's policy toward cheating and plagiarism can be found at the following website.

http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf

Plagiarism: Plagiarism is the act of not properly crediting your sources of information through the proper utilization of textual citations and a source list. If it is not a product of your own, original research, your own original idea, thought, or words, you must cite your source in your text. You must also include a works cited list. Failure to do so will be considered academic dishonesty and will be dealt with as such.

Information on APA style citation formats can be found online at:

<http://owl.english.purdue.edu/owl/resource/560/01/> and
<http://library.osu.edu/sites/guides/apagd.php>

Disabled Student Policies and Service Information: Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of Counseling Services as Chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720)

For more information about University policy's toward and services to disabled students see the links below.

http://www.shsu.edu/~vaf_www/aps/documents/811006.pdf
<http://www.shsu.edu/~counsel/sswd.html>

Course Calendar and Outline (subject to change):

| DATE | TOPIC | ASSIGNMENT |
|---------|---|---|
| July 8 | <ul style="list-style-type: none"> • Introduction to Course /Syllabus Review • Pharmacological typologies of drugs and drug effects • Drug induced effects and terms • Constructing use and experience or “What is drug use?” | Mosher Chapters 1, 3 & 4 Zinberg in NIDA #30 pg 236 Lindesmith Reinarman |
| July 10 | <ul style="list-style-type: none"> • Drug Use Research • Examples of drug survey design • Data collection and sensitive subjects • Patterns of Use <p>Essay #1 Due: In an eight page essay, based on the readings in the course to date consider the following questions (use proper citations liberally).</p> <ol style="list-style-type: none"> 1. Why study drug use? 2. How do you study drug use well? | Mosher Chapter s 5 & 6 Reuter, P. 1999 Harrison, L.D. 2001 Harrison, L.D. 1995 |
| July 15 | <ul style="list-style-type: none"> • Theoretical approaches to drug use • In-class presentations <p>Consider the following:</p> <ul style="list-style-type: none"> ✓ <i>In what ways are the theories of drug use similar to classic criminological theories? In what ways do they differ?</i> ✓ <i>What are the strengths and limitations?</i> | Mosher Chapter 2 NIDA #30 Ausbel Goodwin Greaves Lindesmith Smart Becker Jessor and Jessor Kandel |
| July 17 | <ul style="list-style-type: none"> • Theories of drug use continued • In-class presentations <p>Essay #2 Due: In an eight page essay, based on the theoretical readings consider the following questions (use proper citations liberally).</p> <ol style="list-style-type: none"> 1. What theory(ies) are most compelling? Why? 2. What questions are left unanswered? | NIDA #30 Johnson Stanton Steffenhagen Frederick Winick Bejerot Martin Schuckit |
| July 22 | <ul style="list-style-type: none"> • The drugs/crime connection | Kelley, Chapters 1 & 2 Menard et.al. MacCoun et.al. |
| July 24 | <ul style="list-style-type: none"> • Feminist, critical and other approaches to the study of drugs • In-class presentations <p>Essay #3 Due: In an eight page essay, based on the theoretical readings consider the following questions (use proper citations liberally).</p> <ol style="list-style-type: none"> 1. In what ways have “new” theories contributed to our understanding of drug use? In what ways have they/can they hinder theory development? 2. Are there aspects of theory or groups for which theory is still | Kelley Chapter 3 Etiorre Levine Keire Caceres and Cortinas |

in need of “revisioning”?

July 29 • Drug Use Regulations and Penalties Mosher 7, 10, 11
Kelley Chapter 5

July 31 • Drug Education and Treatment Mosher 8 & 9
• Essay #4 due (TBA) Kelley 6
Roe

August 5 • Emergent topics in drug research Kelley Chapter 7

August 7 • Discussion
• Essay #5 due (TBA)