



FACULTY OF HUMANITIES AND SOCIAL SCIENCES
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 Trimester 1 & 2

Trimester Dates: 4 March to 17 November

Teaching Dates: 4 March to 18 October

Easter Break: 28 March to 3 April

Mid-trimester Break Trimester 1: 22 to 28 April

Mid-year Break: 4 to 14 July

Mid-trimester Break Trimester 2: 26 August to 8 September

Course Coordinator: A/Prof. Julian Buchanan

Room 1118, Murphy Building

Tel: (04) 463 9980

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LECTURES: WEDNESDAYS 10AM – 12 NOON, OLD KIRK 301

Institute of Criminology

CRIM 420 Drug Use and Misuse

COURSE COORDINATOR:	Assoc. Prof. Julian Buchanan Level 11, Murphy Building Room MY1118, E-mail: Julian.Buchanan@vuw.ac.nz
LECTURE TIMES:	Wednesdays 10am-12noon, OK 301
OFFICE HOURS:	Tuesdays 9am -11am <i>Students are encouraged to see Julian during his office hours above. If not possible email him to arrange an alternative time.</i>
THE SCHOOL OFFICE	Level 9 of the Murphy Building. Open from 9am to 4pm.
NOTICEBOARD:	There are notice boards on level 9 and 11, Murphy Building, but all CRIM 420 notices will appear on Blackboard
TRIMESTER DATES:	Trimester One: 6th March to 5th June (inclusive) No lectures on 3 April (Easter Break) or 24 April (mid-trimester) Trimester Two: 17 July to 16 October (inclusive) No lectures on 28 August or 4 September (mid-trimester)

COMMUNICATION OF ADDITIONAL INFORMATION:

Additional material, new information and notifications of course changes will be posted on Blackboard. It is an important virtual learning environment for this course and students doing CRIM 420 will be expected to engage and participate fully on Blackboard.

COURSE PRESCRIPTION

The aim of this course is to advance a critical understanding of the diverse nature of drug use and drug users in society in order to develop effective evidence-based strategies to reduce drug-related harms. Students will explore lessons that can be learned from how other countries tackle drug use and misuse. This course critically analyses: the divide between legal and illegal drugs; the social construction of drug use and misuse; the notion of addiction; the philosophical basis of treatment; and the growing use of coercive strategies to reduce drug-related harm. It critically examines the current laws, policies and practices that govern the management and control of illicit drug use in the 21st century and explores whether they are still fit for purpose. Students will critically explore what lessons can be learned from how other countries manage drug use and misuse, including Portugal, Switzerland and Holland.

COURSE CONTENT

Trimester 1

6th Mar 2013: Understanding legal and illegal drug use and misuse in society

Buchanan, J. 2008. Understanding and engaging with problematic substance use, Chapter 14, pp.246-264 in Green, S., Lancaster, E., and Feasey, S. (eds.) (2008). *Addressing Offending Behaviour – Context, Practice, Values* Willan Publishing [978-1843922438]

Boland, Philip. 2008. "British drugs policy: Problematizing the distinction between legal and illegal drugs and the definition of the 'drugs problem'." *Probation Journal* 55(2):171-187

Bancroft, Angus. 2009. *Drugs, intoxication and society*. Chapter 1 'Defining Drugs in Society' pp 1-15 Polity.

13th Mar 2013: The effects and risks of alcohol and other drugs

Babor, Thomas, Jonathan P. Caulkins, and Griffith Edwards. 2010. *Drug policy and the public good*. Chapter Two 'Matters of Substance' pp.13-24 Oxford University Press.

Gossop, M. 2007. *Living with Drugs* (6th ed.), Ashgate Publishing Limited, London. (Chapter 2, The Effects of Drugs' pp.13-30). [ISBN 978-0754649199]

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. [ISSN 0140-6736]

20th Mar 2013: Drugs, deviance and problematic drug use?

Buchanan, J. 2006. Understanding Problematic Drug Use: A Medical Matter or a Social Issue, *British Journal of Community Justice*, Volume 4, Issue 2 pp. 387–397

Shiner, Michael. 2009. *Drug Use and Social Change: The Distortion of History*. Chapter 2 'The Sociology of Drug Use' pp.14-45, Palgrave Macmillan

Seddon, T., 2006. Drugs, Crime and Social Exclusion Social Context and Social Theory in British Drugs–Crime Research. *British Journal of Criminology* 46, 680–703.

27th Mar 2013: Recreational drug use and the normalization thesis

Parker, H., Williams, L. & Aldridge, J., (2007). 'The Normalization of "Sensible" Recreational Drug Use' Chapter 4 pp.74-95, in Manning, P., (ed) 2007. *Drugs and Popular Culture: Drugs, Media and Identity in Contemporary Society* First Edition., Willan.

Duff, C. 2003. Drugs and Youth Cultures: Is Australia Experiencing the 'Normalization' of Adolescent Drug Use? *Journal of Youth Studies*, 6(4), 433.

Aldridge, Judith, Fiona Measham, and Lisa Williams. 2011. *Illegal Leisure Revisited*. Chapter 7 Towards the Normalisation of recreational drug use pp.201-229 1st ed. Routledge.

Hutton, F. 2010. Kiwis, Clubs and Drugs: Club Cultures in Wellington, New Zealand, *Australian and New Zealand Journal of Criminology*, (Apr. 2010) Vol 43 Issue 1, pp. 91-111.

3rd April 2013: NO LECTURE (Easter Break)

10th April 2013: Media constructions of the drug user

Blackman, Shane J. 2004. *Chilling out: the cultural politics of substance consumption, youth and drug policy*. Chapter 3 'Drugs as Cultural Commodities: An analysis of drug in film, advertising and popular music' pp. 52-103 McGraw-Hill International.

Taylor, Stuart. 2008. "Outside the outsiders: Media representations of drug use." *Probation Journal* 55(4):369 -387

17th April 2013: Examining the drugs-crime connection

Bean, Philip. 2008. *Drugs and Crime*. Chapter Two, Drugs & Crime Theoretical Assumptions pp.19-50, 3rd ed. Willan.

Hammersley, Richard. 2008. *Drugs and Crime*. Chapter 4 'Drugs-Crime Connections'. pp.72-97 Polity.

Stevens, A. 2007. When two dark figures collide: Evidence and discourse on drug-related crime. *Critical Social Policy*, 27 (1), 77-99

24th April 2013: NO LECTURE (Mid Trimester Break)

1st May 2013: Drug education and prevention

Erceg-Hurn, David M. 2008. "Drugs, money, and graphic ads: a critical review of the Montana Meth Project." *Prevention Science: The Official Journal of the Society for Prevention Research* 9 (4) pp.256-263.

Ashton, M. 2005. Boomerang Ads, Drug and Alcohol Findings, Issue 14 (pp 22-24). [http://www.findings.org.uk/]

8th May 2013: Abstinence, treatment & harm reduction

Lucke, J.C., Hall, W.D., 2012. Under what conditions is it ethical to offer incentives to encourage drug-using women to use long-acting forms of contraception? *Addiction* 107, 1036–1041.

Moore, David, and Paul Dietze. 2009. *Drugs and Public Health: Australian Perspectives on Policy and Practice*. Chapter Fifteen 'Supervising Injecting Facilities and the Sydney Experience' pp.165-175, Oxford University Press.

Kaye, K., 2012. Rehabilitating the "drugs lifestyle": Criminal justice, social control, and the cultivation of agency. *Ethnography*.

15th May 2013: Treatment and control of drug users through the legal system

Sheridan, J., & Butler, R. 2010. "They're legal so they're safe, right?" What did the legal status of BZP-party pills mean to young people in New Zealand? *International Journal of Drug Policy*, 21(1), 77-81. [ISSN 0955-3959]

Measham, F., Moore, K., Newcombe, R. & Welch, Z. 2010. Tweaking, bombing, dabbing and stockpiling: the emergence of mephedrone and the perversity of prohibition. *Drugs and Alcohol Today*, 10(1), pp. 14-21. [ISSN: 2042-8359]

Moore, David, and Paul Dietze. 2009 *Drugs and Public Health: Australian Perspectives on Policy and Practice*. Chapter Ten 'Drug Diversion' pp.103-113, Oxford University Press.

22nd May 2013: Prohibiting and eliminating illicit drug use through demand control

Babor, T.F. et al., (2010). *Drug Policy and the Public Good* Chapter 11 'Criminalization and decriminalization of drug use or possession' pp.163-177 1st ed., Oxford University Press, USA.

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]

Weissenborn, R., Nutt, D.J., 2011. Popular intoxicants: what lessons can be learned from the last 40 years of alcohol and cannabis regulation? *J Psychopharmacol*.

29th May 2013: Controlling or eliminating the cultivation and supply

Babor, Thomas, Jonathan P. Caulkins, and Griffith Edwards. 2010. *Drug policy and the public good*. Chapter 10 'Supply Control' pp.139-162 Oxford University Press.

Benavie, Arthur. 2008. *Drugs: America's Holy War*. Chapter 1 pp8-20 Routledge

Reinarman, C., Cohen, P.D.A., Kaal, H.L., 2004. The Limited Relevance of Drug Policy: Cannabis in Amsterdam and in San Francisco. *Am J Public Health* 94, 836–842.

5th June 2013: Alternative approaches

Bean, Philip. 2008. *Drugs and Crime*. Chapter Ten, The Legalisation Debate pp.242-267, 3rd ed. Willan.

Transform 2009. 'After the War on Drugs - Options for Control' Chapter 2 Five models for regulating drug supply

Hughes, C.E. & Stevens, A. 2010. What Can We Learn From The Portuguese Decriminalization of Illicit Drugs? *British Journal of Criminology*, 50(6), pp. 999 -1022. [ISSN 1464-3529]

Trimester 2 (Topics to be decided in trimester one)

17 th July 2013	Key debates and issues in drug policy thinking
24 th & 31 st July, 7 th & 14 th August	Student presentations and seminar discussions
21 st August	Research Essay Q & A
<u>28th Aug & 4th Sept</u>	<u>Mid Trimester Break</u>
11 th Sept to 16 th Oct (incl.)	Seminar discussions and research essay supervision

COURSE INTRODUCTION

This course aims to advance a critical understanding of the diverse nature of drug use and drug misuse in society, to begin to appreciate the complexities of managing and controlling drug use and drug misuse, to explore effective evidence-based strategies to reduce drug-related harms, and learn from how other countries manage drug use. CRIM420 studies drug-taking from a multi-disciplinary perspective in that drug misuse will involve an appreciation of the social, psychological, physiological, moral and legal dimensions of the issue. The social construction of addiction and the way in which legal and illegal drug use is perceived and managed are key themes throughout this course.

The use of drugs is a ubiquitous feature of human societies, both cross-culturally and historically. Yet, the manufacture, sale, and use of certain drugs have often been subject to punitive, criminal sanctions, especially over the last one hundred years. The manufacturing, distribution, sale and use of drugs have also been related to violence, organized crime, theft, and other types of criminal activity. Moreover, the misuse of both licit and illicit drugs is a major social, legal and health issue in modern societies, responsible for significant amounts of harm. This course will explore to what extent these harms are inherently caused by the drugs, or caused by the measures used to manage and control drugs.

The central aim of this course is to advance a critical understanding of the nature of drug use and drug misuse in society and explore the relationship between drugs and crime in order to develop effective strategies for reducing drug-related harm. Key issues include: psychological and sociological explanations for drug use; the bifurcation of substances (promoted legal substances and prohibited illicit substances); living with drugs or eradicating drugs; policing and controlling illicit drug markets; questioning the drugs-crime connection; and approaches to prevention, treatment, and public policy.

COURSE STRUCTURE

This course involves face to face as well as online learning and combines lectures, seminars and student presentations in a format designed to facilitate student learning and interaction. Each lecture will normally involve a combination of lecturing, class discussion, in-class activities all supplemented by the course papers and the Blackboard virtual learning environment (VLE). 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 ***all*** students come to lectures having read ***ALL*** the required material for that week, and are prepared and able to enter into class discussions. Following each lecture additional material will be made available on Blackboard. The VLE will also be used to continue some of the issues and debates that emerge from the lecture discussion. Students are expected to participate in Blackboard debates. Contribution to online class debates on Blackboard form 10% of the final grade.

All students are required to deliver an assessed class presentation on a topic of their choice and the student should manage the subsequent discussion during this class. It is expected that the presentation will address the area selected by the student for examination in the research essay.

LEARNING OBJECTIVES

<i>Students completing this course should be able to:</i>	<i>Assessed in assessment:</i>
1. Develop a critical understanding of the nature and extent of drug use in society;	A, B & D
2. Develop a multidisciplinary understanding of the reasons why people use and misuse drugs;	A, B & D
3. Further thinking about different strategies for reducing drug related harm and assess their relative effectiveness;	B & D
4. Promote an understanding of the complex relationship between drug use and crime;	B & D
5. Promote critical thinking on selected topics relating to drug use;	B, C & D
6. Foster and develop oral and written communication skills through class and online discussions	A, B, C & D

COURSE ASSESSMENT

The course will be entirely internally assessed. Assessment in the course will be an online discussion, a research essay outline, one oral presentation and a research essay.

Assessment		Due Date	% Final Grade	Word Limit
A	<i>Online Discussion</i>	<i>11.30pm Mon 8th April via Bb</i>	<i>10%</i>	<i>1,000</i>
B	<i>Research Essay Outline</i>	<i>11.30pm Mon 27th May via Bb</i>	<i>15%</i>	<i>2,000</i>
C	<i>Oral Presentation & Summary Handout</i>	<i>24th & 31st July, 7th & 14th August</i>	<i>25%</i>	<i>One page A4 Handout</i>
D	<i>Research Essay</i>	<i>11.30pm Mon 14th Oct via Bb</i>	<i>50%</i>	<i>6,000</i>

PLEASE NOTE: The word limit for each assessment can only be exceeded by a maximum of up to 10%. Any words submitted beyond the 10% limit will not be assessed.

Assessment A:

- Online Discussion 1000 words in total (400 extracted from Blackboard together with 600 word summary)
- Learning Objectives 1, 2 & 6
- Worth 10% of overall mark

This assignment is designed to promote critical thinking and discussion within the Blackboard Virtual Learning Environment on the nature and extent of drug use in society and complex multi-disciplinary understanding of drug use and misuse. Following each lecture students will be expected to participate online on the Blackboard VLE to explore some of the issues, uncertainties and dilemmas raised in the lecture and course readings.

For this assessment students will be required to select (by 'cutting and pasting') extracts from **up to five** of their online contributions to the CRIM 420 online discussions between weeks 1-7 that demonstrate and evidence they have achieved learning objectives 1, 2, & 6 (listed below). This will be supplemented by a short summary that reflects and clarifies your learning and thinking:

1.	Develop a critical understanding of the nature and extent of drug use in society;
2.	Develop a multidisciplinary understanding of the reasons why people use and misuse drugs;
6.	Foster and develop oral and written communication skills through class and online discussions

If necessary the contributions from other participants on Blackboard can be included in the submission in order to contextualize the student’s own contribution however, the contribution of others will not be assessed nor will it be included in the word count.

Assessment Guidelines for Online Discussion Assessment A (10%)	
Domain	Description
Respect of others and commitment to the learning process	You need to engage in discussion in a manner that enhances and enables critical examination of the subject for yourself and for others.
Written fluency, coherence and presentation	Your contributions and comments should be clear and well presented. You need to ensure that your contributions are coherent and well reasoned
Supportive evidence	You need to demonstrate that the ideas you develop are based on rational thinking, relevant literature, research and/or experience.
Critical thinking	You need to demonstrate you can critically explore issues and consider implications and consequences of different arguments and approaches.
Responding to alternative viewpoints	You need to ensure that you understand alternative viewpoints, are able to consider them carefully, and are clear and coherent regarding the reasons for your emerging position.

Assessment B

- Research Essay Outline 2,000 words
- Address all Learning Objectives
- Worth 15% of overall mark

The purpose of the research essay outline of 2,000 words is to ensure students begin to engage and plan by preparing an outline of their proposed research essay. **The research essay outline template below must be used to complete the outline.**

Research Essay Outline Template (15%)
Title – Briefly outline the title of the topic that you are focusing on.
Key Research Questions – Outline <i>at least</i> three key questions or issues that your research essay will examine.
Significance – Outline why and how these questions or issues are important (in the sense of contributing to a key debate, policy issue or application)

Literature Review – Outline key authors, and summarise why their work is important
Main Argument – Briefly outline the main points and issue that you will present and how will you develop your argument?
Outline of Main Topic Headings – Provide a list of the main headings and sub-headings that you will use in your research essay.
Writing Sample (900 words) – Provide a sample of writing with appropriate references (this could simply be a part of a review of a particular body of literature or a discussion of some key ideas or studies)

The completion of this template will assist you in completing your research essay and will be useful towards your oral presentation. Don't be concerned, however, if the details of your research changes after completing this outline as you should be prepared to develop your ideas as you think more deeply and read more widely on your chose topic. **However, it important you discuss any significant changes in your research title with the Course Coordinator.**

Assessment C:

- Oral Class Presentation & A4 Handout
- Learning Objectives 5 & 6 (see below)
- Worth 25% of overall mark

This involves a 15-minute oral presentation on the topic to be covered in the research essay followed by 5 minute managing questions and supplemented by a one page A4 summary, see guidelines below for expectations and assessment criteria. This assessment should show evidence that the student can:

5. Promote critical thinking on selected topics relating to drug use;
6. Foster and develop oral and written communication skills through class and online discussions

The student will be assessed as follows:

Assessment Guidelines for the Oral Class Presentation (25%)	
Domain	Description
Content	<p>Your presentation should be clearly organised and communicate the key issues and questions that you want to address in your research essay. You need to ensure that you clearly describe 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 current thinking and reading to date on this topic. You should also outline areas that you are still 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">• Clearly delineate the topic under consideration• Provide a concise summary of the main objectives of the research essay and the key research questions under consideration (and why these are important).• 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.• Outline areas where further work is planned/needed and how you are going to proceed.
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">• Speech is clear and well-paced (be careful not to speak too quickly)• Use of audio-visual support material (e.g., PowerPoint, overhead, flip chart)• Quality of supporting handout(s)
Discussion	<p>In this section you will be assessed on how effectively you engage and 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>

Assessment D:

- Research Essay
- All Learning Objectives
- Worth 50% of overall mark

The 6,000 word research essay will assist the student to evidence learning in respect of the six course learning objectives, the title will may be chosen by the student in consultation with the course coordinator.

Assessment Guidelines for the Research Essay (50%)	
Domain	Requirements
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 (although this depends somewhat on the topic).</p> <p>You will do well in this section if you can show a clear command of the key literature and demonstrate how your research questions (and your exploration of them) contribute to the existing literature.</p>
Strength of argument	<p>You should show that you have thought about the topic and reached your own conclusions and developed a critical analysis. 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 acknowledge the limitation of your analysis and the directions for further research where appropriate.</p>
Structure	<p>Your research essay should flow coherently ensuring each paragraph builds and 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 highlights the major points and critical issues that emerge from the main body of the essay.</p> <p>I strongly recommend using sub-sections to help to organise your work.</p>

Style and presentation	The essay should be written in a clear, concise fashion. Errors in punctuation, spelling, and grammar should be kept to an absolute minimum.
Use of source information and referencing	You are expected to have read widely for your research essay and your use of references should reflect this fact. 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. Use ASA referencing format throughout.

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 draft submissions*** of the written assignments, but will provide constructive feedback on a research outline. It is also possible to discuss assignments in general terms and to receive constructive feedback on the oral presentation.

Written assignments should be on A4 paper (on one side only) and must be typed. 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, that work is appropriately attributed to authors, 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.

Assignments should be submitted electronically via Blackboard Turnitin on the due date. Please be aware that Turnitin provides staff with an originality report.

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements in CRIM 420, students must:

- ◆ Attend at least 8 lectures in trimester one, and 6 lectures in trimester two, unless prevented by illness or other unforeseen reasonable cause
- ◆ Submit all four assignments and achieve an overall grade of at least 50%

EXPECTED WORKLOAD

Taking into account class attendance, preparatory reading, research for assignments and online participation, students should spend at least 15 hours every week, or 300 hours across the course, working for CRIM 420.

EXTENSIONS

All assessed work must be submitted by the specified date. You are expected to keep to these deadlines otherwise it is unfair to other students. Extensions will only be granted in ***unforeseen exceptional*** circumstances, and should be sought from Julian Buchanan ***prior*** to the deadline. An example of an unforeseen exceptional circumstance would be illness confirmed by a letter from a medical practitioner. Please note that a lack of prior organisation, other commitments and/or word-processing failures are not valid reasons for an extension.

PENALTIES FOR LATE SUBMISSION

Late submission of work *without an authorized extension* will be penalised by the following deductions:

Up to and including 48 hours past due date = 10% deduction

More than 48 hours and up to 168 hours hours late = 20% grade deduction

More than 168 hours past the due date = submission is marked as zero.

COURSE MATERIALS

The prescribed texts for CRIM 420 will all be available on Blackboard

READING LIST: DRUG USE AND MISUSE 2013

The reading material has been listed under each topic week by week. This material is contained online, which you are strongly advised to read in advance of the lecture.

Further readings, videos and podcasts will also provided throughout the course via Blackboard and on the Course Coordinators Online Magazine <http://www.scoop.it/t/drugs-society> You are strongly recommended to engage with this additional material. 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 and contact the dedicated Criminology librarian to develop important skills in this regard.

ASSIGNMENT COVER SHEETS

All written work submitted for assessment for CRIM420 must have a front sheet that indicates your name, the course, the assessment, your title, **the word count** and the date submitted.

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>

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 previously 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.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress.

Most statutes and policies are available at www.victoria.ac.nz/home/about/policy except qualification statutes, which are available via the *Calendar* webpage at: www.victoria.ac.nz/home/study/calendar (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at: www.victoria.ac.nz/home/about_victoria/avcacademic.

Information for Māori Students: www.victoria.ac.nz/st_services/slss/infofor/maoristudents or www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students: www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents or www.victoria.ac.nz/st_services/tpa/index

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>

ASSIGNMENT COVER SHEETS

All written work submitted for assessment for Criminology papers must have a School Assignment Cover sheet which is found at the back of this Course Outline. This is critical for accurate identification and recording of your work.

CLASS REPRESENTATIVE

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

OTHER CONTACT INFORMATION

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: Allison.Kirkman@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 Trevor Bradley, MY1101 Tel: 463 5432 E-m: Trevor.Bradley@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:	Alison Melling, Helen Beaglehole, Suzanne Weaver MY921, Tel: 463 5258; 463 5677; 463 5317 E-m: sacs@vuw.ac.nz

REFERENCING GUIDELINES

The following format for referencing is from the 6th Publication Manual of the American Psychological Association (2009). We encourage you to learn and use the format for referencing as part of the coursework done for the Institute of Criminology. If you need further information, please consult the latest edition of the Manual in the library.

1. Journals (Periodicals)

The referencing format for the articles are identical in general and yet they slightly differ from one another depending upon the publication formats such as print articles, electronic articles with DOIs (digital object identifiers) or electronic articles without DOIs.

(a) Electronic articles - two authors

Bingham, C. R., & Shope, J. T. (2004). Adolescent problem behavior and problem driving in young adulthood. *Journal of Adolescent Research*, 19(2), 205-223. doi.: 10.1177/0743558403258269

In text, use the following each time the work cited: (Bingham & Shope, 2004). Or, Bingham and Shop (2004) have argued...

(b) Electronic Article without DOI - one author publication

Henderson, L. N. (1985). The wrongs of victim's rights. *Stanford Law Review*, 37(5), 937-1021.

In text, use the following each time the work is cited: (Henderson, 1985). Or, Henderson (1985) has suggested... (note: this style applies to all those below as well).

(c) Print only articles - 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(5), 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*, 589, 34-44.

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 one author

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: Ministerial Committee of Inquiry into Pornography.

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

(b) Report available from government department, private author

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

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

(c) 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.

4. 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.

Rethinking Crime and Punishment (2010) *Restorative Justice in New Zealand*. Retrieved from: <http://www.rethinking.org.nz/restorative%20justice.htm>. 15 August 2009.

When citing a work that has no author, use the first few words of the reference list entry, usually a short version of the title: (Restorative Justice, 2010)

5. Quoting Sources

Use quotation marks (“ ”) for direct quotes and also provide a page number. For example:

Macpherson (1999: 28) defines institutional racism as “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin”.

If the quotation is more than three lines long, it should be indented and does not require quotation marks. For example:

Macpherson (1999:28) states that institutional racism is:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.

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School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

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

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