



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES
Te Kura Mahinga Tangata

CRIMINOLOGY

CRIM 420
MANAGING DRUG USE AND MISUSE

30 POINTS

TRIMESTERS 1 & 2, 2015

Important dates

Trimester dates: 2 March to 15 November 2015

Teaching dates: 2 March to 16 October 2015

Easter/Mid-trimester break: 3–19 April 2015

Mid-year break: 2–12 July 2015

Mid-trimester break 2/3: 24 August to 6 September 2015

Last Assessment Item due: 26 October 2015

Study period: 19–23 October 2015

Examination/Assessment Period: 23 October to 14 November 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures: Friday 9:00-10:50am MY531

Names and contact details

Course coordinator:

Assoc. Prof. Julian Buchanan
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Office Hours:

Drop by without an appointment anytime Tuesday, 2.30pm – 3.30pm MY1118
or email me for an appointment at another day or time.

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. **Please make sure the email listed on Blackboard is one you check regularly.**

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

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, organised 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 to 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.

Trimester 1

6 Mar 2015: Understanding legal and illegal drug use and misuse in society

13 Mar 2015: The effects and risks of alcohol and other drugs

20 Mar 2015: Drugs, deviance, addiction and problematic drug use?

27 Mar 2015: Recreational drug use and the normalisation thesis

3, 10 & 17 April 2015: NO LECTURES (Easter Break)

24 April 2015: Media constructions of the drug user

1 May 2015: Examining the drugs-crime connection

8 May 2015: Drug education and prevention

22 May 2015: Abstinence, treatment & harm reduction

29 May 2015: Treatment and control of drug users through the legal system

5 June 2015: Prohibiting and eliminating illicit drug use through demand control

12, 19, 26 June & 3 & 10 July 2015 No Lectures

Trimester 2

17 July 2015: Controlling or eliminating the cultivation and supply

24 July 2015: Alternative approaches

31 July, 7, 14 21 August 2015 Student presentations and seminar discussions

28 Aug & 4 Sept 2015 Mid-Trimester Break

11 Sept 2015: Decriminalisation, Regulation and Legalisation

18 Sept to 16 Oct 2015 (incl.): Guest Speakers, Student led debates, film clips, critique and research essay supervision.

Course learning objectives (CLOs)

<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

Teaching format

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.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- ◆ Submit all four assignments.

Workload

The expectations are that students will work 10 hours per point, therefore a 30-point course equates to 300 hours over the two trimesters. This includes scheduled contact time, individual or group study, and work on assessment tasks.

Assessment

The course is 100% internally assessed. Assessment includes: an online discussion; a research essay outline; one oral presentation with a handout; and the research essay.

	Assessment	Due Date	% Final Grade	Word Limit
A	Online Discussion	10am Mon 20 April 2015 via Bb	10%	1,000
B	Research Essay Proposal	10am Mon 13 July 2015 via Bb	20%	2,000
C	Oral Presentation & Summary Hand-out	31 July, 7, 14, 21 August 2015 Handout via Bb Discussion Board	20%	One page A4 Hand-out
D	Research Essay	10am Mon 26 Oct 2015 via Bb	50%	6,000

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
- 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 that demonstrate and evidence they have achieved learning objectives 1, 2, & 6. The extracts do not count towards your word count. A 1,000 word summary will reflect and clarify your learning and thinking through these discussions, in relation to developing an understanding of the learning the specified objectives. If necessary the contributions from other participants on Blackboard can be included in the submission in order to contextualise the student’s own contribution however, the contribution of others will not be assessed.

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 Proposal 2,000 words
- Address all Learning Objectives
- Worth 20% 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 (20%)
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 <i>key</i> authors, and summarise why their work is important
Main Issues / Arguments – Briefly outline the main points, issues and debates:
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 also be useful towards your oral presentation. Don't be concerned, however, if the details of your research change 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 20% of overall mark

This involves a 15-minute (max.) oral presentation on the topic to be covered in the research essay followed by 5 minutes (max.) managing questions and will be supplemented by a one page A4 summary, see guidelines below for expectations and assessment criteria. This assessment should show evidence that the student can achieve learning objectives 5 & 6.

The student will be assessed as follows:

Assessment Guidelines for the Oral Class Presentation (20%)

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 organised 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	<p>The essay should be written in a clear, concise fashion. Errors in punctuation, spelling, and grammar should be kept to an absolute minimum.</p>

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.
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Submission and return of work

Students are expected, in their written and oral work, to make a contribution to knowledge. Criminology 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.

All work will be returned within three weeks after submission.

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

Extensions and penalties

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

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.

All material submitted that exceeds the word limit beyond 10% will not be read, nor will it be assessed. For example if a student submits 1735 words for a 1000 word essay only the first 1100 words will be assessed, the remaining 635 will be discarded.

Set texts

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz

Recommended reading

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 be provided throughout the course via Blackboard and on the Course Coordinators Online Magazine 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.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

You will have an opportunity to participate in the evaluation of this course. Student feedback on University courses can be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php

[This course has been well received by students and no changes have been implemented on this occasion.](#)

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability

- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

School Contact Information

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