



# Course Syllabus

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## *CJ 534 Drugs and Society*

**Instructor: Dr. Filip Wiecko, Ph.D.**

**Office:**

**Office Hours:**

**Office Phone: 903-886-5493**

**Office Fax:**

**University Email Address: [filip.wiecko@tamuc.edu](mailto:filip.wiecko@tamuc.edu)**

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Textbook(s) Required

Drugs and Drug Policy: The Control of Consciousness Alteration by Clayton J. Mosher and Scott Akins (2007) Sage Publications: ISBN 978-0-76-193007-5

#### Optional

I assigned Darryl Inaba's "Uppers, Downers, and All-Arounders" for those of you who may want a supplemental book "on drugs". If you are not a drug user or do not have contact with drug users on a regular basis this book is helpful in explaining contemporary drug use as well as drug pharmacology. There are several editions of this book in print and you may choose to buy an earlier edition at a much reduced cost.

I will provide you with additional research articles throughout the semester to supplement your text. I will post these readings in Ecollege® and **you are responsible** for completing these works prior to our class meetings.

#### Course Description

Our focus is the social reality of drug use, and drug users, within contemporary society. This focus includes a historical analysis of the social construction of drug use, drug users, abuse, and addiction. We will be investigating the complex relationships between individual and group behavior, and social structure. Central concepts such as social learning, labeling, power, and inequality; as well as socio-cultural definitions of drugs, behavior, and the people who use drugs will be the tools of our analysis.

Special attention will be given to the complex legal history surrounding drug use, the link between drugs and crime, the impact of the medicalization of human behavior, and varying perspectives on "doing something about drugs."

The basic objective of this course is to provide a comprehensive survey of the development of sociological theories and analyses of drug use, focusing on images of drug use and the drug user as social constructs rather than as an intrinsically pathological behavior or identity. An additional objective of this course is to survey the current information and research on selected categories of drugs and the socially constructed reality that surrounds their use in contemporary society in order to understand a) the socio-cultural based definitions of drugs and b) the individual, group, and social structural dimensions of drug using behavior. This will include an analysis of the implications of these definitions and relationships for social policy and social control (legislation, prevention and treatment). These issues will be analyzed within the shifting legal and medical definitions that permeate the discussion of drug use in modern society.

## **Prerequisites**

Please note that prerequisites for this course include 501, 568, 530, and 531. Students who are registered for this class and who do not meet the prerequisites should contact Dr. Melinda Schlager, the Director and Advisor of the MS in Applied Criminology program.

## **Student Learning Outcomes**

At the end of the course students will be able to:

1. Articulate the variety of social, individual, and bio-chemical factors that impact definitions of drugs, as well as how these factors influence a drug's effect.
2. Understand the process of the social construction of drug use as a social problem.
3. Develop a familiarity with the various biological, psychological, and sociological theories that seek to explain drug using behavior; including an analysis of their basic assumptions, limitations, and implications for social policy.
4. Be familiar with trends, patterns, and types of drug use in society.
5. Display knowledge of the various drugs, both legal and illegal, used in American society, as well as the social reality that surrounds their use.
6. Develop an analysis of the relationship between drugs, crime and socio-cultural definitions of drug using behavior.
7. Develop an analysis of the various social responses to drug use, displaying an understanding of the emergence of these responses being linked to particular cultural and social structural shifts.

# COURSE REQUIREMENTS

## Instructional/Methods/Activities Assessments

Your final paper (discussed below) and class presentation of your work will account for 60 points. **There are a total of 100 points possible in this course.**

### Final Paper

As stated above, this is a seminar class. As such, **you will be responsible for carrying much of the burden of discussion during class.** Don't be afraid to talk or to share ideas—you're just as likely (if not more likely) to gain insights and learn from each other as you are from me.

Your final paper in this course will consist of research, conducted by you, on a specific topic related to "Drugs and Society". I do not want to restrict your topics too much but you should pick an area that interest you and corresponds to the topics discussed in your book. This means you may write your paper from a **sociological, psychological, criminal justice/enforcement, policy, historical, or theoretical perspective.** I strongly suggest that you use your chapter topics as a launching point, but you may choose any topic you wish as long as I approve it first. Your final paper should be between 20 and 30 pages in length (double spaced, 1 inch margins, Times New Roman font) and should cover **ALL** existing literature relating to your topic (if you have less than 20 citations you probably missed a significant portion of the literature). That said, choose your topic wisely. You will turn in your paper in three stages with each stage **worth 20 points:**

**Stage 1** At this point you should have a research topic, a basic outline of your paper, and a literature review with at least 15 sources. At this stage you are turning in a rough draft of at least the first part of your paper which should be about 5 to 7 pages in length.

**Stage 2** By now you should have addressed my comments from stage one and you should have a rough draft of your final paper ready (about 20 pages). I will make final comments on this draft and return these comments to you.

**Stage 3** Your final paper is due. This product should be professionally written and pristine. If you front-loaded your work at stages one and two, this stage of your writing should be your "polishing" phase.

## GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Participation and	8	5	40

<b>Attendance</b>			
<b>Final Paper</b>	3	20	60
		<b>TOTAL</b>	100

Total Points possible for this term=100.

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 and below = F

## **TECHNOLOGY REQUIREMENTS**

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for eCollege are:
  - Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required – courses are heavily video intensive
  - Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
  - A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player

- At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies. Copying and pasting, along with attaching/uploading documents for assignment submission, using email, and discussion boards, will also be required.

## ACCESS AND NAVIGATION

### **eCollege Access and Log in Information**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to the following link:

<https://tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to ECollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

### **Course Navigation**

This course like the others in the program is divided up into weekly units. Each unit will have an Overview, Outcomes, and Activities/Assignments. The Activities/Assignments will provide you with a list of everything you need to do to be successful in the course.

You should begin by reading the course syllabus, paying particular attention to the assignments and course calendar, and then complete the Start Here unit.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

My primary form of communication with the class will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in

Announcements. It will be your responsibility to check your University e-mail as I plan to send you important messages regularly.

Students who e-mail me outside of regular office hours can expect a reply within 24 hours. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

## **Virtual Office**

Welcome to my office. This space is set aside for students to ask course related questions. Place any questions or concerns about the course here and they will answered within 24 hours on weekdays. (It is possible that I will answer all threads during my office hours as posted on the syllabus.)

Please feel free to answer one another's questions. I will check answers (as well as questions) for correctness, but do not hesitate to respond to a posting if you feel you can answer the question thoroughly and directly.

## **eCollege Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, and how to post to discussions, etc.)

**For assistance with the library:** To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly: <http://www.tamuc.edu/library> not from within eCollege.

## **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

## Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed.

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

### Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

### Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures

#### Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to

the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link [Criminal Justice web site](#) for more information.

### **Attendance Policy**

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

### **APA Citation Format Policy**

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA manual while Psychological Psychological Association) format. As a rule of thumb, one cites whenever they

paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below:

- [www.apastyle.org](http://www.apastyle.org)
- <http://owl.english.purdue.edu/owl/resource/560/02/>
- [www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

### **Late Work**

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies ONLY to your reflection paper assignments and not to discussion or comment submissions.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments. Assignments turned in more than one day late **will not** be accepted/graded.

### **Drop Course Policy**

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

## **University Specific Procedures**

### **ADA Statement- Student with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gea Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<http://www.albion.com/netiquette/corerules.html>.

## COURSE OUTLINE/ CALENDAR

This schedule is **tentative** and I reserve the right to modify it, with notice, as needed during the semester. We will cover the material in the order it appears in your text. All alterations to the schedule will be announced in class and it is your responsibility to be aware of these changes. Important dates are listed below:

<b>Feb 6-7</b>	First day of class—Syllabus and course introduction, Chapters 1 through 3 in your text (plus additional readings which I will inform you of prior to class)
<b>March 6-7</b>	Chapters 4 through 6 (plus additional readings which I will inform you of prior to class) <b>Stage 1 Due</b>
<b>April 3-4</b>	Chapters 7 through 9 (plus additional readings which I will inform you of prior to class) <b>Stage 2 Due</b>
<b>April 24-25</b>	Chapters 10 through 12, class presentations of your work, <b>Stage 3: papers due on April 24<sup>th</sup></b> , and wrap up of the semester.