CJ 534.01W – Drugs and Society
COURSE SYLLABUS: Spring 2024

March 18, 2024 – May 10, 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Willie Edwards, Professor
Office Location: Ferguson Hall, Social Science Bldg., Rm 217
Office Hours: Virtual contact by email
Office Phone: (903) 886-5331
Office Fax: (903) 886-5330
University Email Address: willie.edwards@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:
Clayton J. Mosher & Scott Akins. (2014). *Drugs and Drug Policy: The Control of Consciousness Alternation*. 2nd edition. Los Angeles, CA: Sage Publications. ISBN 978-1-4522-4239-2

Additional Required Reading(s):
Grant, Judith. 2009. A Profile of substance abuse, gender, crime, and drug policy in the United States and Canada. *Journal of Offender Rehabilitation, 48*( ), 654-668.

Watkins, William C. 2016. Prescription drug misuse among college students: A comparison of motivational typologies. *Journal of Drug Issues, 46*(3), 216-233.

Supplemental Reading Material:
Hanson, Glen R., Peter J. Venturelli, Annette E. Fleckenstein. (2015). *Drugs & Society*. 12th Edition. Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284-03637-4.

Hunt, D.E., R. Kling, Y. Almozlino, S. Jalbert, M. Chapman, & W. Rhodes. 2015. Telling the truth about drug use: How much does it matter? *Journal of Drug Issues,*45(3) 314-329.

Course Description

Course Description:
Our focus in the course will be on the social reality of drug use and drug users within Contemporary society. It will include 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." Prerequisites: CJ 501, CJ 568, CJ 530, and CJ 531.

Students please recognize that this class will not cover the how and why drugs work; we will not get into the specifics of particular categories or types of drugs. We will not cover chapters 3 and 4 in our textbook. If you are not already familiar with certain types of drugs then please read chapters 3 and 4 of our textbook. If you desire more information on specific types of drugs then please review Glen R. Hanson, Peter J. Venturelli, and Annette E. Fleckenstein, 2015, *Drugs and Society* (12th edition) Burlington, MA: Jones & Bartlett Learning.

Course Design:
This course is completely online, so a student ought to be determined to make use of the computer (having a working personal computer) and commit the appropriate time to completing the assignments. In this class we will digest a large amount of reading material that focuses on drug use, crime, and policies dealing with both connected areas. Students should be prepared to deal with information found in books and/or professional journals. We will work to develop the appropriate skills that allow us to digest and understand various research article topics dealing with the focus of this class. It is the intention of the professor through this course to broaden the students' knowledge pool of information pertaining to the explanations of drugs and society. The design of the course is not only to expose students to more and diverse information but also to cultivate individual skills that will allow a student to address/write on a number of ideas motivated or grounded in the reading of an assortment of literature. We will accomplish this addressing and writing through discussions, through limited summations, homework assignments, limited research papers and in the completion of an essay exam. There may also be the administering of an objective exam.

Course Objective:
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 to understand: (a) the socio-cultural based definitions of drugs; and (b) the individual, group, and social structural dimensions of drug 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:

The prerequisites for this course include CJ 501, CJ 530, and CJ 531. This course will not focus specifically on the effects, and types or categories of drugs (although chapters 4 and 5 of the

required textbook do address this area), but more so on the policies and handling of drug users/abusers, crime, and treatment.

Student Learning Outcomes

1. Students will able to demonstrate an understanding of the process of the social construction of drug use as a social problem through their discussions and writing activities.
2. Students will be 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.
3. Students will demonstrate their familiarity with trends, patterns, and types of drug use in society.
4. Students will become acquainted with various drugs, both legal and illegal, used in American society, as well as the social reality that surrounds their use.
5. Students will develop an ability to analyze the various social responses (policies, enforcement, treatment) to drug use, its behavior, and cultural and social structural factors.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

This course will be facilitated using D2L, the Learning Management System. To log in to D2L course start out with the home page (university web site – www.tamuc.edu) or with https://leo.tamuc.edu.

First time users of D2L students are encouraged to go through the tutorial program identified as D2L on the myLeo main page.

Instructional Methods

(1) **Initial Presentation (10 pts.)**
   Every student must introduce him- or herself by the second day (no later than 11:59pm, Tuesday) of class during Week One. This information will be entered as a threaded discussion. Each student should follow the example provided in D2L at the site of the assignment in Week One. Each student's presentation should cover the following information:
   - Name
   - Occupation/career and length of time

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- How this course is expected to help or aid your career, separate from the entire degree
- Indicate whether you have had a course in criminological theory (if so describe in brief terms what you recall from that class)
- Describe how you expect this degree to enhance your career

(2) Discussion (11 @ 20 pts. each, 220 pts.)
Each student is expected to participate in the Chapter discussion by responding to idea(s) presented by the professor. One discussion, per chapter, per week is required (except in Weeks 3, 4, & 5 there are two chapters each to read and write discussions). Eleven chapters will be covered during the eight weeks of class. This means there will be eleven (11) discussions completed over the eight weeks. The professor will post at least two statements or ideas reflecting some aspect of the chapters being studied for that week. **Discussions must be posted by Sunday of each week by 11:59pm (except for Week 8, the post must be done by Wednesday, May 8, 2024).** Students may post earlier than the absolute due date if desired, but no later than the identified dates below. Each Chapter Discussion will be worth 20 points each. Late discussions will not be read or graded.

- Chapters Discussions must be posted by 11:59pm on the following dates:
  - (Week One) March 24, 2024 (Sunday) Chapter 1, Drug Controversies and Demonization
  - (Week Two) March 31, 2024 (Sunday) Chapter 2 Theories of Drug Use
  - (Week Three) April 7, 2024 (Sunday) Chapter 3 The Effects of Drugs: Part I; & Chapter 4 The Effects of Drugs: Part II
  - (Week Four) April 14, 2024 (Sunday) Chapter 5 Patterns of Illegal Drug Use; & Chapter 6 Patterns of Legal Drug Use
  - (Week Five) April 21, 2024 (Sunday) Chapter 7 Drug Prevention Programs; & Chapter 8 Drug Treatment
  - (Week Six) April 28, 2024 (Sunday)Chapter 9 Policies Regulating Legal Drugs, Part I: Alcohol & Tobacco
  - (Week Seven) May 5, 2024 (Sunday) Chapter 10 Policies regulating Legal Drugs, Part II: Prescription and Performance-enhancing Drugs and Herbal Supplements
  - (Week Eight) May7, 2024 (Tuesday) Chapter 11 Policies Regulating Illegal Drugs

- **Points to consider for maximum grade achievement:**
  - Posted discussions should be no less than 150 words.
  - Student must demonstrate he/she has read the chapter by employing chapter used concepts and specifics from the chapter.
  - In the discussion student must demonstrate an understanding of the information in the chapter by addressing it in detail fashion. A superficial discussion will not receive the maximum grade earnable.
  - The discussion must be of graduate quality and contain detail information or analysis linking chapter material to critical appraisal of information found in the chapter.

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    o   If sources are used then proper citations should be employed. If a source is used then a bibliography should also be provided.

(3) Research Article Exercise (2 @ 20 pts. each, 40 pts)
The professor will assign two research articles to be read, and a written exercise will be performed, spaced out over the eight weeks of the course. These two research articles will be sent to the students all at one time (at the beginning of the session) as PDF files. These research articles will also be attached to this course website link at resource. Students are encouraged to save or print a copy of the research articles until needed. All students are encouraged to give themselves time to read the assigned research articles.

This assignment will equal forty points. For each research article assigned by the professor there are two questions constructed and already posted on the fourth and sixth weeks (April 8, 2024 – April 14, 2024; and April 22, 2024 – April 28, 2024). Students will select ONE of the questions/statements and answer or reply to it (writing a reply) which will be submitted by Wednesday, 11:59pm of that same week. The name of assignment will be identified as Research Article 1, 2, consecutively. Late posting will not be accepted. Writing and posting a reply to the question/statement will earn the student a maximum of twenty (20) points each.

Date of Assigned Research Article   Research Question due
  Week Four – April 8, 2024   April 10, 2024 by 11:59pm
  Week Six – April 22, 2024   April 24, 2024 by 11:59pm

- **Points to consider for maximum grade achievement:**
  - Clarity of student's reply to task
  - Evidence student's answer reflects having read the article
  - Level of understanding of article as presented in reply written by student

(4) Research Article (selected by student) Summary (2 @ 30pts. each, 60 pts.)
Students are provided a format which must be used to summarize the three research articles to be selected by each individual student. The format for this assignment is attached to this class syllabus as Attachment B. These research articles must pertain to some aspect or topic being studied in this class (drugs, drugs relationship to other crimes, drug policies and/or treatment). The summary is due on the date identified below by 11:59pm, and must be submitted in the appropriate area marked as "Research Article Student Selected."

Research Articles (selected by student) Summary due by 11:59pm on Thursday of the following weeks:
Week One – March 21, 2024 by 11:59pm
Week Five – April 18,2024 by 11:59pm
- **Points to consider for maximum grade achievement:**
  - Format of summary followed as required
  - Pertinent details of article present/presented
  - Clarity in student's writing

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The Research Article assignment to be selected by the student is not limited to the below journals, but these journals may have more material on drugs, drugs and crimes, drug policies, etc:

Journal of Drug Issues　　　　　　　*Journal of Addictive Disorder*
International Journal of Drug Policy　*Journal of Substance Abuse*
Drug and Alcohol Dependence　　　*Journal of Studies of Alcohol and Drugs*
Criminology & Public Policy　　　　*Drug and Alcohol Dependence*
Journal of Ethnicity in Substance Abuse　*Addiction*

(5) Research Paper (60 pts.)

Each student must type a research paper with a minimum page count of seven pages - not including the title page and bibliography. The paper will consist of the following:

1. title page
2. body
3. bibliography

The title page must include: the student's name, a title of the paper, the course title and date. The title page is not to be numbered, nor does it count towards enumerating the other pages.

The body of the paper should be about seven pages, in font size 12, Times New Roman, double-spaced with one inch margins all around. There should be NO running headline placed on each page. The presentation, organization and quality of the paper, taking in consideration grammar and mechanics will impact the grade received. Refer to the "maximum grade achievement" (Attachment A) in terms of how to achieve the maximum points available.

The bibliography should contain at least five resources. These resources should be peer-reviewed professional research articles, and scholarly books. I <u>discourage</u> the use of "website" writings. Journal articles (peer-reviewed professional research articles) that appear in print and are later reproduced full-text on the Internet do NOT count as a website; by "website" it is material written for an internet site, not merely reproduced there. If there is a dilemma about a source please check with the professor.

The research paper should focus on some aspect of drug use/abuse; drugs and crimes; drug policies; treatment, prevention, and interdiction data; or any area that the class has addressed or will address. Students are encouraged to employ their imagination in developing the paper. Students are encouraged to develop a topic that interests them, not to simply write a paper just to satisfy achieving a grade. Here is where critical thinking can be employed.

The research paper will be due by April 27, 2024 (Week Six) by 11:59pm (Saturday). The research paper should be placed in the appropriate submission area. For maximum point achievement: See Attachment B.

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(6) Essay Test (100 pts.)
Students will sign into the course during Week Eight (May 6, 2024 – May 9, 2024) and take the essay exam. This test must be completed and placed in the appropriate submission by May 9, 2024 by 11:59pm. Late work will not be accepted. This exam will cover the class material presented to the student or read by the student during these eight weeks. The importance of this test is that students will be able to write their thoughts and demonstrate that they are able to apply and draw inference from what they have studied in this course. This essay exam will cover Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, & 11.

(7) Objective Exam (multiple choice questions) 50 pts.
Students must complete the Objective Exam by May 10, 2024 by 11:59pm. This exam will be available by May 6, 2024. Once the exam is opened it must be completed. Students will have two hours in which to complete the exam.

Student Responsibilities or Tips for Success in the Course

1. Students must commit serious time to reading the textbook, and other assigned readings.
2. Students should ask questions of the professor if there is any confusion about an assignment or information.
3. Students should regularly log into the course website.
4. Students should study and complete all assignments, probably ahead of time.
5. Students must commit a serious amount of time to preparation for the exams.
6. Students must make the most of the "easy" grades so they help to balance or soften the more difficult grades.

GRADING

Course Possible Points:

Initial Presentation	=	10
Chapter Discussions (11 @ 20 pts. each)	=	220
Research Article Exercise (2 @ 20 pts. each)	=	40
Research Article Student Selected (2 @ 30 pts. each)	=	60
Research Paper	=	60
Essay Final Test	=	100
Objective Final Test	=	50
		540 total possible points

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Grading

The following grade scale will be used:

A = 540 – 486
B = 485 – 432
C = 431 – 378
D = 377 – 324
F = 324 and below

Assessments

Student Learning Outcome	Associated Assignment
# 1 demonstrate understanding of social construction of drug use	# 2 Discussion # 5 Research Paper # 6 Course Exams
# 2 develop familiarity with various theories	# 2 Discussion # 3 Research Articles # 6 Course Exams
#3 develop familiarity with drug trends, patterns	# 2 Discussion # 4 Student Research Article
# 4 acquainted with legal and illegal use	# 2 Discussion # 4 Student Research Article # 6 Course Exams
# 5 analyze various social responses	# 5 Research Paper # 6 Course Exams

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers.

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However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 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

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

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Running the browser check will ensure your internet browser is supported.
> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. 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. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

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Interaction with Instructor Statement

Contact of Professor
Students wishing to contact the Professor should visit his office during the stated office hours or make an appointment. Students may also contact the Professor using the office telephone number or the email, both are provided on the first page of this class syllabus.

Research Assistance:
For research assistance, students should contact: Reference Librarian at Velma Waters Library Room 218; 903-886-5719 or http"//www.tamuc.edu/library.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 of 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 for more detailed information.
http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/sociology CriminalJustice/default.aspx

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Policy for Reporting Problems with D2L
Students who encounter D2L-based problems with submitting assignments/exams, etc., are required to do the following:

Call 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your D2L course. You may also Email HelpDesk@tamuc.edu

Hours: The D2L helpdesk is open 24/7 to meet your needs.

Your call will be logged and I will check with the Tech Support staff to confirm your call. Once I have confirmed your call, I will contact you regarding the issue.

Only D2L-based problems will be addressed. Make sure your internet connection is working and viable when taking tests or turning in assignments.

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 (American Psychological Association) format. As a rule of thumb, one cites whenever they are 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 and in the CJ 500 Orientation Course.
www.apastyle.org
http://owl.english.purdue.edu/owl/resource/560/02/
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
The way this course is designed, every course hour should be spent either working on your paper/posting a discussion/answering discussion or waiting for comments from your professor. If late papers/assignments are routinely accepted, it would be impossible for you to complete your work and the program. Therefore, I **strongly** suggest that should you need to turn in an assignment late, that you contact your professor **immediately**. It is completely within an instructor's discretion to allow or not allow late work in this course. Verifiable documentation will be requested/required.

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

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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Students with Disabilities-- ADA Statement

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
Waters Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Week One – March 18, 2024 – March 24, 2024

Initial Presentation due by March 19, 2024 by 11:59pm (Tuesday)

Research Article Student Selected Summary due March 21, 2024 by 11:59pm
Remember the summary format example is at the end of this class syllabus.

Reading Chapter 1 - Drug Controversies and Demonization

Chapter 1 – Drug Controversies and Demonization

Chapter Discussion for Chapter 1 due by March 24, 2024 (Sunday) by 11:59pm
(in appropriate submission area; identified as Chapter 1 Discussion). **Please make sure you identify the question you are answering for each chapter. Please answer one question per chapter. Remember that each chapter has its own submission area**.
> **Chapter 1** - Drug Controversies and Demonization
> Question # 1. After reading Chapter One what is your impression of the benefit or success in the government or criminal justice system demonizing certain drugs? Has this demonizing process been beneficial or not for our society?
>
> Question # 2. Select one of the two ideas here and describe the approach taken by the authors: (a) marijuana "amotivational syndrome," or "gateway theory." You may want to state/explain whether you agree with the concept of the term you select or not.

Week Two – March 25, 2024 – March 31, 2024

Reading Chapter 2 - Theories of Drug Use

Chapter 2 - Theories of Drug Use

Chapter Discussion for Chapter 2 due by March 31, 2024 (Sunday) by 11:59pm
(in appropriate submission area; identified as Chapter 2 Discussion). **Please make sure you identify the question you are answering for each chapter. Please answer one question per chapter. Remember that each chapter has its own submission area.**
> **Chapter 2** – Theories of Drug Use
> Question # 3. What is the basic idea of the disease theory (model) in reference to drug use/abuse? Describe the essential or focus of this model.
>
> Question # 4. Which one of the theories introduced in Chapter Two best explain the use/abuse of drugs to (for) you, how and why? Be specific and detail in your answer.

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Week Three – April 1, 2024 – April 7, 2024

Reading Chapter 3 – The Effects of Drugs: Part I
         Chapter 4 – The Effects of Drugs: Part II

Chapter 3 – The Effects of Drugs: Part I
Chapter 4 – The Effects of Drugs: Part II

In this week you have two chapters to read and you need to answer a question related to each chapter. Yes you will have to read, and answer one question relating to each chapter. Chapter Discussion for Chapters 3 and 4 due by April 7, 2024 (Sunday) by 11:59pm (in appropriate submission area; identified as Chapter 3 or Chapter 4 Discussion). **Please make sure you identify the question you are answering for each chapter. Please answer one question per chapter. Remember that each chapter has its own submission area.**

Chapter 3 – The Effects of Drugs: Part I
Question # 5. What is tolerance and how does it relate to physical dependence?

Question # 6. There ae several ways to administrate a drug, what appears to be the method that will allow the person to feel the drug most effectively? Explain the process.

Chapter 4 – The Effects of Drugs: Part II
Question # 7. What did you find enlightening or impressive about the information in chapter 4, the effects of drugs such as psychoactive or antidepressants?

Question # 8. Why is acute or chronic toxicity an important subject within this chapter, you may need to go back to pages 82, 83 to answer this question in a thorough fashion.

Week Four – April 8, 2024 – April 14, 2024

Reading Chapter 5 - Patterns of Illegal Drug Use
         Chapter 6 - Patterns of Legal Drug Use

Research Article # 1 (as assigned by Professor) answer due in appropriate submission area by April 10, 2024 by 11:59pm.
         Grant, J. 2009. A profile of substance abuse, gender, crime and drug policy in the United States and Canada. *Journal of Offender Rehabilitation, 48*( ),654-668.
         (Please keep in mind that you are to answer only ONE of these questions, and to place that answer in the appropriate submission area that is titled Research Article # 1; make sure you also identify the question you are answering.)
         Question - 1. The author compared the United States' criminalization model with that of the Canadian's harm reduction model, explain how these two

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models differ then take a professional position to suggest whether traits or characteristics from both models could be used to create a third and more useful, social beneficial model. You will have to employ your imagination and inference here.

Question - 2. The article addressed the significance of gender and substance abuse What highpoints from this area of the article are worth mentioning? In doing so, what type of responses do you think the United States should make in order to reduce participation in substance use/abuse? There appears to be two parts to this task, please do both.

Chapter Discussions for Chapters 5 & 6 due by April 14, 2024 (Sunday) by 11:59pm (in appropriate submission area; identified as Chapter 5 Discussion and a separate submission area for Chapter 6 Discussion). Please make sure you identify the question you are answering for each chapter. Please answer one question per chapter. Remember that each chapter has its own submission area.

Chapter 5 - Patterns of Illegal Drug Use
Question # 9. Take ONE of the correlates of illegal drug use and highlight some of the major points presented by the authors. What can be concluded about a particular correlate and drug use?

Question # 10. There appears to be a number of resources that contain or offer information on substance uses and abuse. Identify one source you found useful and interesting to you; in the process explain why you found the resource so useful.

Chapter 6 - Patterns of Legal Drug Use
Question # 11. When the authors talk about pattern of legal drug use and they address "social class," what are some of the high points they identify in terms of how does social class impact or correlate with the use of legal drugs? How strong is social class as a variable in legal drug use, as indicated by the authors?

Question # 12. What is said by the authors on the use/abuse of over-the-counter and prescription medications in reference to adolescents and the elderly, two ages at extremes?

Week Five – April 15, 2024 – April 21, 2024

Reading Chapter 7 - Drug Prevention Programs
        Chapter 8 - Drug Treatment

Research Article Student Selected Summary due April 18, 2024 by 11:59pm
Remember the summary format example is at the end of this class syllabus.

Chapter Discussions for Chapter 7 & 8 due by April 21, 2024 (Sunday) by 11:59pm

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(in appropriate submission area; identified as Chapter 7 Discussion and a separate submission area for Chapter 8 Discussion). Please make sure you identify the question you are answering for each chapter. Please answer one question per chapter. Remember that each chapter has its own submission.

Chapter 7 - Drug Prevention Programs

Question # 13. What appears to be the authors take on drug prevention programs? Do you agree with their position/presentation or feel differently about drug prevention programs?

Question # 14. Explain the zero-tolerance policy(ies) then offer your critique of such a system. Whatever your position, try to offer an intellectual observation and not just an emotional argument/position.

Chapter 8 - Drug Treatment

Question # 15. In addition to the authors' definition of pharmacotherapy, if you decide to answer this question, find another source definition for pharmacotherapy and present it too. In that process express your opinion about the use of pharmacotherapy as opposed to another treatment approach (be specific).

Question # 16. What are the key differences between residential drugs treatment programs and outpatient drug treatment, as described by the authors. In answering this question also address what an advantage of one type of program may be over the other.

Week Six - April 22, 2024 – April 28, 2024

Reading Chapter 9 - Policies Regulating Legal Drugs, Part I: Alcohol and Tobacco

Research Article # 2 (as assigned by Professor) answer due in appropriate dropbox by April 24, 2024 by 11:59pm.

Watkins, W.C. 2016. Prescription drug misuse among college students: A comparison of motivational typologies. *Journal of Drug Issues,46*(3), 216-233. (Please keep in mind that you are to answer only ONE of these questions, and to place that answer in the appropriate submission area that is titled Research Article # 2; make sure you also identify the question you are answering.)

Question - 1. In this article the author addressed the concept "motives for PDM." Elaborate on what or how the author described these motives, and in the process explain the importance of this variable in this research.

Question - 2. Which theory best explained why the college students in this study engaged in prescription drug misuse (PDM)? Explain why this theory was so much more successful than the other two theories.

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Research Paper due in assigned submission area by April 27, 2024 by 11:59pm.

Chapter Discussion for Chapter 9 due by April 28, 2024 (Sunday) by 11:59pm
(in appropriate submission area; identified as Chapter 9 Discussion and a separate submission area for Chapter 10 Discussion). Please make sure you identify the question you are answering for each chapter. Please answer one question per chapter. Remember that each chapter has its own submission area.

        Chapter 9 - Policies Regulating Legal Drugs, Part I ...
        Question # 17. The authors suggest that there are some key differences in the
        U.S. policies that regulate legal and illegal drugs. Identify some of these
        differences and make/share a professional comment about these differences.

        Question # 18. What was a key take-away for you from this chapter. Be specific
        and explain why you selected or identified that item/idea.

Week Seven – April 29, 2024 – May 5, 2024

Reading Chapter 10 - Policies regulating Legal Drugs, Part II: Prescription and Performance-Enhancing Drugs and Herbal Supplements

Chapter Discussion for Chapter 10 due by May 5, 2024 (Sunday) by 11:59pm
(in appropriate submission area; identified as Chapter 9 Discussion and a separate submission area for Chapter 10 Discussion). Please make sure you identify the question you are answering for each chapter. Please answer one question per chapter. Remember that each chapter has its own submission area.

        Chapter 10 - Policies Regulating Legal Drugs, Part II ...
        Question # 19. After reading the section on "criminal practices of pharmaceutical
        companies," what is your opinion on how control and regulating of these
        pharmaceutical companies may be done differently? Are legitimate companies of
        legal drugs from production to sales getting away with more than those who trade
        in illegal drugs production and sales?

        Question # 20. Having read this chapter, what do you suspect that an ordinary
        citizen or even a professional not in the drug or pharmaceutical arena can do?
        What role can we play, is there any way for us (you) to be a change agent?

Week Eight – May 6, 2024 – May 10, 2024

Reading Chapter 11 - Policies Regulating Illegal Drugs

Essay Final Test (available May 6, 2024) due to be completed and placed in appropriate submission area by May 9, 2024 by 11:59pm.

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Research Article Student Selected Summary due May 8, 2024 by 11:59pm
Remember the summary format example is at the end of this class syllabus.

Chapter Discussion for Chapter 11 due by May 7, 2024 (Tuesday) by 11:59pm
(in appropriate submission area; identified as Chapter 11 Discussion). Please make sure
you identify the question you are answering for this chapter. Please answer one question
per chapter. Remember that each chapter has its own submission area.

       Chapter 11- Policies Regulating Illegal Drugs

       Question # 21. What reasons or explanations did the authors present for racial and
       ethnic inequalities in the application of drug laws within the United States?

       Question # 22. What specific change(s) did the authors mention in reference to
       regulating illegal drug activity(ies) that offers more societal benefits than
       presently?

Objective Final Test (available May 6, 2024) must be completed by May 10, 2024 by 11:59pm.

Attachment A: Instructions for Research Article Summary Selected by Students

Instructions for writing Research Article Summary Exercise

Naturally, you want to provide the bibliographical information of the research article first. Place this at the top of the page (center it) and it should contain the following information:

Name of author(s)
"Title of Article"
Title of Journal
volume: complete number of pages, year of publication

For Example
Volkan Topalli. "When being good is bad: An expansion of neutralization theory."
Criminology 43:797-827, 2005.

Now, proceed to summarize the article:

1. Make sure you describe the focus, purpose, or goal of the article. These should all be the same. To make this easier to read, students should probably identify these as headings, such as follows.
   Focus, Purpose or Goal of Article

2. If a sample was used in the research then describe the sample and identify how it was collected or selected. If the article is a theoretical piece then there will be no sample and if that is the case then simply omit this area.
   Sample

3. Describe the finding(s) of the research. What was the author(s) able to establish from the research should be described, discussed here.
   Findings

4. What conclusions did the author(s) draw or write in the article? So make this a conclusion session which should be different from the findings.
   Conclusion

5. In your last paragraph (or more if needed) develop a statement (brief discussion) of how this article fits into the understanding of the focus of the class, crime profiling. Relate the article/research to what we have talked about during this semester, criminological theory.
   Article's Application

Attachment B: Points to consider for maximum grade achievement on Research Paper

	60 – 50 points	49 – 35 points	34 or below points
	Very Good	Moderate	Poor/ Weak
Thesis / Argument	Clearly describes central issues or thesis Develops thesis with supporting arguments Well argued Critiques, compares multiple perspectives Interesting, original, thought provoking	General, weak thesis Straight-forward, somewhat simple arguments Thesis gets lost in paper Aware of only one perspective	Thesis or central themes unclear Central themes not explained from the beginning Poor arguments, little critical thinking
Organization			
Introduction	Clear thesis/ main themes Organization stated	Topics noted	Thesis unclear Organization unclear
Body	Makes substantiating arguments in support of thesis or main theme Connects and synthesizes complex ideas Detailed, with citations	Little organizational continuity Disjointed General, unspecific Little use of reading sources	No clear organization Repetitive Lacks detail No Citations
Conclusion	Draws conclusions about the argument Briefly summarizes body	A Summary; no conclusions Summary digressed from argument	Conclusion missing Summary unrelated to central argument
Evidence	Thorough, Detailed, Specific Numerous examples from reading and lecture materials	Moderate use of supporting evidence and examples Try to be more detailed and specific	Repetitive, General, Simplistic Incorrect examples, false data
Sources/ Citations	Thorough, critical engagement of relevant readings/sources Professional Journals and texts Numerous citations	Basic, simple use of reading materials Few citations Relies too heavily on internet or encyclopedias	Little use of assigned reading sources or outside research No citations Need Works Cited page Plagiarism! **(automatic F)**
Language /Mechanics Rhetorical Quality Grammar/ Spelling	Well written, clear, concise argumentation Clear paragraphs Grammatical writing Correct spelling No contractions	General, unspecific writing Awkward grammar, some grammatical errors Some spelling errors Use of conjunctions	Unclear, awkward, repetitive language

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