

University of Texas at El Paso
Department of Criminal Justice
Spring 2021

COURSE

Title: CRIJ 5337 Drugs, Crime, and Social Policy

CRN: 28365

F2F Meeting: Every other week (1/27, 2/10, 2/24, 3/10, 3/24, 4/7, 4/21, 5/5): 4:30-5:50pm

Room: 114 Education Bldg

INSTRUCTOR

Name: Timothy Dickinson, Ph.D.

Office: Education Bldg, 111R

Phone: (915) 747-7628

Email: tedickinson@utep.edu

Office hours: By apt. only via Zoom or Blackboard Collaborate

COURSE DESCRIPTION

This course examines the social construction of the use and abuse of substances and the history of policies concerning the criminalization of substances. Students will learn about the social impact of illicit drugs and the dynamics of illicit drug markets.

REQUIRED COURSE MATERIALS

Adler, P. (1993). *Wheeling and dealing: An Ethnography of an upper-level drug dealing and smuggling community*. New York, NY: Columbia University Press.

Bourgois, P. (1995). *In Search of Respect: Selling Crack in El Barrio*. Cambridge, UK: Cambridge University Press.

Jacobs, Bruce A. 2000. *Robbing Drug Dealers: Violence beyond the Law*. New York, NY: Aldine de Gruyter.

Students are permitted to purchase used copies or later editions of the books.

Additional journal articles and book chapters will be posted on Blackboard.

COURSE LEARNING OBJECTIVES

Upon successful completion of this course, a student should be able to:

1. Demonstrate a general understanding how illicit drug use and sales both influence and are influenced by other types of offending.
2. Display a grasp of the various social impacts of illicit drug use and sales.
3. Utilize information sources ethically and effectively document and communicate acquired information.

INSTRUCTOR'S CLASSROOM POLICIES

General:

This is a graduate class. Therefore, I have much higher expectations for you than I would for undergraduate students. Specifically, I expect you to **actually** read the material. Because this is a hybrid course (due to stupid COVID-19), most of your work will be completed at home without my direction. This will require that you be diligent and self-motivated. We will have a lot of reading and writing, therefore it is crucial that you plan to devote a significant amount of time to the course every week. Falling behind will put you in a bind and will make it harder for you to earn the grade you want.

Students with disabilities:

If you require modifications to the course or testing environment, **please** inform me as soon as practical via email or during office hours. Accommodations are coordinated through the Center for Accommodations and Support Services (CASS). If you feel an accommodation is necessary please contact CASS at 915-747-5148 (tel) cass@utep.edu (email) or visit them at Union Building East Room 106.

Technology issues:

I will **not** provide you with technical assistance. Rather, you should familiarize yourself with assistance available to you whenever you have problems.

Dissemination policy:

All the materials in this course, aside from that in the assigned text, should be considered as my intellectual property and, as such, under copyright protection. This includes my lectures, exams, written assignments, and notes. These are intended for your use during this course and may not be disseminated to anyone outside of the course without my explicit written permission.

Email policy (contacting the instructor):

There are three ways you can contact me in this course:

- 1) Through your institutional email address. These emails will only be viewed by me;
- 2) Through the "send email" function under the course tools tab in Blackboard. These emails will also only be viewed by me. I expect you to identify yourself within the body of the email. I also expect you to compose emails using standard word and sentence structure (i.e., no acronyms, slang, etc.). In other words, do not email me as if you are texting your friends;
- 3) Through the "instructor's office" forum in our discussion board. These will be seen by other students. Other students will also be able to post replies to these posts. Please consider if your question and its answer will be useful to other students. If so, please post them in the forum.

I will do my best to respond to your emails within 24 hours under most circumstances from Monday through Friday. I will also do my best to check my email at least once on Saturdays and Sundays; however, at times I may not be able to respond over the weekends. Please plan accordingly.

Scholastic dishonesty:

Scholastic dishonesty includes cheating on an exam, turning in someone else's assignment from a previous class, or plagiarism: "(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators."

I take cases of alleged scholastic dishonesty seriously. Cases wherein students have allegedly engaged in any form of scholastic dishonesty will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned until the case is resolved. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University. Information about scholastic dishonesty can be found here: <https://www.utep.edu/student-affairs/osccr/student-conduct/index.html>

Learn more here: [HOOP: Student Conduct and Discipline](#)

Late work/Missed class policy

Late work will not be accepted unless the student:

- 1) Is experiencing or has experienced a University Excused Absence or an Emergency. Emergencies refer to **very serious** physical or mental health issues only. Because students are made aware of class due dates in advance, emergencies do **NOT** refer to events such as: social obligations (e.g., weddings, birthdays, etc.), computer/technology issues, or work requirements.
- 2) Has communicated the issue to the instructor beforehand or as soon as possible if the circumstances did not allow for communication beforehand.
- 3) Provides acceptable documentation of the emergency (documents from a person or organization other than the student [e.g., medical professional]).

If all three of the above criteria are met, the instructor will allow late work to be submitted for full credit.

As the student-led discussion comprises a large part of your grade and that of your fellow students, it is required that you attend every face to face class meeting. Exceptions to this will only be allowed if the above criteria are met or if you are not permitted to come to campus due to you exhibiting possible symptoms of COVID-19 infection.

A note about sexual misconduct:

What you should know about sexual misconduct: UTEP does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Title IX Coordinator(s) to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. Any student who believes that he or she may be experiencing sexual harassment or misconduct is encouraged to consult with or report such conduct immediately to the Title IX Coordinators. Contact information for UTEP's Title IX Coordinators can be found here:

<http://utep.edu/titleix/Title%20IX%20Coordinators%20.html>

UTEP Drop Policy:

If circumstances arise to where a student must drop this course, it is the student's responsibility to initiate the course drop. It is also the student's responsibility to determine how dropping courses may affect his or her financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

- a) If a course is dropped within the first 2 weeks before the "official census date":
 - a. the course will not appear on the transcript and
 - b. the course will not count toward the 6-course drop limit.
- b) If a course is dropped after the official census data but before the "course drop date":
 - a. the student will receive a "W" in the course
 - b. the drop will show on transcripts but will not lower GPA
 - c. the drop will count toward the 6 class drop limit
- c) If the course is dropped after the "course drop date" or if the student just stops coming/taking tests, etc.:
 - a. UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
 - b. the drop will count against the 6 class drop limit.
- d) UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.
- e) If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, kindly notify me at: tedickinson@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

Student Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

Statement regarding covid-19 precautions

You must stay at home and report if you (1) have been diagnosed with COVID19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures. Please note that if COVID-19 conditions deteriorate in the City of El Paso, this course may be transitioned to a full remote delivery.

Statement regarding covid-19 accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) at cass@utep.edu to discuss temporary accommodations for on-campus courses and activities.

ASSESSMENT AND GRADING

Attendance: (possible letter grade reduction)

As most of this course is in an asynchronous online format, attendance is required during each of our 8 face to face meetings (1/27, 2/10, 2/24, 3/10, 3/24, 4/7, 4/21, 5/5). Students that do not meet the criteria for an excused absence (see above) will lose a letter grade for each day they miss. For example, a student that has earned enough points to be awarded an “A” for the semester but has one unexcused absence will instead be awarded a “B.”

Student led discussion (1): (100 points)

Over the course of the semester, each student is expected to lead the discussion (or take the role of the “discussant”) for one week’s assigned reading. The student is expected to prepare a brief discussion of each of the assigned readings for the week as well as the additional reading he or she has chosen for their annotated bibliography. The student is also expected to construct several questions over each reading to be posed to the class. Finally, the student will encourage and lead the discussion of the articles/chapters in the class. These student led discussions will take place during each one of our in-person meetings aside from the first one on 1/27. During each session wherein we meet face to face, two students will lead the discussion. During the first half of the class, the student assigned to the previous week’s readings will lead the discussion. During the second half of the class, the student assigned to that week’s readings will lead the discussion. Students will be assigned the weeks they are responsible for during our first face to face meeting on 1/27.

Annotated bibliographies (40): (10 points each/400 points total)

Every week you are expected to write annotated bibliographies over 2 of the assigned readings (or 2 of the chapters of the assigned reading if it is a book). You are also expected to write an annotated bibliography over 1 additional source that you were not assigned. This source must be either 1) be cited in one of the assigned readings for the week or 2) cite one of the assigned readings for the week. In total, you are expected to write 3 annotated bibliographies each week. **Note: during the week of 5/3-5/9 students are only expected to locate one article of their own choosing and to write only one annotated bibliography over this article.**

Detailed instructions for these bibliographies are available in a separate document on Blackboard. In short, however, these bibliographies will include two primary sections. One will be a summary of the article/chapter and the other will be a critical assessment of the article/chapter. These will be submitted on Blackboard and are due on Wednesday by 5:00pm (MST). **Note: there are no annotated bibliographies due on 1/20/20. The first annotated bibliographies are due on 1/27/20.**

Term paper: (200 points)

There is one term paper assigned in this course. Detailed instructions for the term paper are available in a separate document on Blackboard. In short, the paper will essentially consist of the “front end” of a research article or the introductory chapter of a thesis or dissertation. Therefore, it will include an introduction that presents a topic associated with illicit drug use and/or sales and a research question that is warranted by past research on said topic. It will then provide a literature review of the pertinent literature associated with the topic and the background and rationale that would support the conduct of the study behind the research article. In addition, students are expected to incorporate one or more theoretical frameworks into the paper. Here students are encouraged to draw from the annotated bibliographies they have created for this course as well as the reading and work they have completed in their other courses. Students are expected to discuss their topic and progress on the topic with the professor throughout the semester. The final draft of the paper is due **by 11:59pm (MST) 5/12/2020.**

Grade Calculation:

Your grade will be calculated as follows:

Point distribution:

Student led discussion.....	100 points
Annotated bibliographies.....	400 points
Final paper.....	200 points
Total.....	700 points

Grade scale:

A	90% - 100%	630 - 700 points
B	80% - 89%	560 - 629 points
C	70% - 79%	490 - 559 points
D	60% - 69%	420 - 489 points
F	< 59%	< 419 points

COURSE SCHEDULE*

* Students are responsible for reading all the required materials prior to coming to class on the dates listed below.

* I reserve the right to adjust the course syllabus as needed. Revisions will be communicated to students via email or Blackboard.

Week 1: 1/19-1/24

No face to face meeting

TOPIC: DRUG POLICY

READINGS:

Levine, H.G. (2003). Global drug prohibition: Its uses and crises. *International Journal of Drug Policy*, 14: 145-153.

MacCoun, R. J. (1993). Drugs and the law: a psychological analysis of drug prohibition. *Psychological Bulletin*, 113(3), 497-512.

Thornton, M. (1991). The Origins of Prohibition. Chapter 2 (pp. 39-65) in *The Economics of Prohibition*.

****No annotated bibliographies due****

Week 2: 1/25-1/31

Face to face meeting 1/27 4:30-5:50

TOPIC: POLICY, POLICING, AND ILLICIT DRUGS 1

READINGS:

Hough, M., & Natarajan, M. (2000). Introduction: Illegal drug markets, research and policy. *Crime Prevention Studies*, 11: 1-18.

Kleiman, M. A., & Smith, K. D. (1990). State and local drug enforcement: In search of a strategy. *Crime and Justice*, Vol. 13., 69-108.

Werb, D., Rowell, G., Guyatt, G., Kerr, T., Montaner, J., & Wood, E. (2011). Effect of drug law enforcement on drug market violence: A systematic review. *International Journal of Drug Policy*, 22(2), 87-94.

****Annotated bibliographies due 1/27 5:00pm****

Week 3: 2/1-2/7

No face to face meeting

TOPIC: POLICY, POLICING, AND ILLICIT DRUGS 2

READINGS:

Jacobs, B. A. (1996). Crack dealers and restrictive deterrence: Identifying narcs. *Criminology*, 34, 409-431.

Jacques, S., Rosenfeld, R., Wright, R., and van Gemert, F. (2016). Effects of prohibition and decriminalization on drug market conflict: Comparing street dealers, coffeeshops, and cafés in Amsterdam. *Criminology & Public Policy*, 15: 843-875.

Johnson, B.D., & Natarajan, M. (1995). Strategies to avoid arrest: Crack sellers' response to intensified policing. *American Journal of Police*, 24, 49-69.

****Annotated bibliographies due 2/1 5:00pm****

Week 4: 2/8-2/14

Face to face meeting 2/10 4:30-5:50

TOPIC: DRUGS AND VIOLENCE NEXUS 1 (TRIPARTITE FRAMEWORK;
PSYCHOPHARMACOLOGICAL)

READINGS:

Goldstein, P.J. (1985). The drugs/violence nexus: A tripartite conceptual framework. *Journal of Drug Issues*, 15, 493-506.

Fagan, J. (1990). Intoxication and aggression. *Crime & Justice*, 13, 241-320.

****Annotated bibliographies due 2/10 5:00pm****

Week 5: 2/15-2/21

No face to face meeting

TOPIC: DRUGS AND VIOLENCE NEXUS 2 (ECONOMIC COMPULSIVE)

READINGS:

Jacobs, B.A. (2000). *Robbing Drug Dealers: Violence beyond the Law*. New York, NY: Aldine de Gruyter. Chapters 1-3 (p. 1-72), 6 (p. 129-145)

****Annotated bibliographies due 2/17 5:00pm****

Week 6: 2/22-2/28

Face to face meeting 2/24 4:30-5:50

TOPIC: DRUGS AND VIOLENCE NEXUS 3 (SYSTEMIC)

READINGS:

Fagan, J. & Chin, K.L. (1990). Violence as regulation and social control in the distribution of crack. Chapter 2 (pp. 8-43) In *Drugs and violence: Causes, correlates, and consequences* (National Institute on Drug Abuse [NIDA] Research Monograph 103).

Reuter, P. (2009). Systemic violence in drug markets. *Crime, Law and Social Change*, 52(3), 275-284.

Topalli, V., Wright, R., & Fornango, R. (2002). Drug dealers, robbery and retaliation. Vulnerability, deterrence and the contagion of violence. *British Journal of Criminology*, 42(2), 337-351.

****Annotated bibliographies due 2/24 5:00pm****

Week 7: 3/1-3/7

No face to face meeting

TOPIC: DRUGS, INFORMAL SOCIAL CONTROL, AND NON-VIOLENT CONFLICT MANAGEMENT

READINGS:

Jacques, S. (2010). The necessary conditions for retaliation: Toward a theory of non-violent and violent forms in drug markets. *Justice Quarterly*, 27, 186-205.

Jacques, S., & Wright, R. (2008). The relevance of peace to studies of drug market violence. *Criminology*, 46, 221-253.

Jacques, S., & Wright, R. (2011). Informal control and illicit drug trade. *Criminology*, 49, 729-765.

****Annotated bibliographies due 3/3 5:00pm****

Week 8: 3/8-3/14

Face to face meeting 3/10 4:30-5:50

TOPIC: ILLICIT DRUGS, CULTURE, AND COMMUNITIES

READINGS:

Bourgois, P. (1995). *In Search of Respect: Selling Crack in El Barrio*. Cambridge, UK: Cambridge University Press. Chapters 1-3 (pp. 19-113).

****Annotated bibliographies due 3/10 5:00pm****

Week 9: 3/15-3/21

TOPIC: SPRING BREAK

READINGS:

None

Week 10: 3/22-3/28

Face to face meeting 3/24 4:30-5:50

TOPIC: ILLICIT DRUGS AND SOCIAL NETWORKS

READINGS:

Adler, P. (1993). *Wheeling and dealing: An Ethnography of an upper-level drug dealing and smuggling community*. New York, NY: Columbia University Press. Introduction-ch. 5 (p. 1-98)

****Annotated bibliographies due 3/24 5:00pm****

Week 11: 3/29-4/4

TOPIC: DRUG SUBCULTURES

READINGS:

Becker, H. S. (1953). Becoming a marihuana user. *The American Journal of Sociology*, 59, 235-242.

Golub, A. W., Johnson, B. D., and Dunlap, E. (2005). Subcultural evolution and illicit drug use. *Addiction Research & Theory*, 13, 217-229.

Sutter, Alan. 1966. The world of the righteous dope fiend. *Issues in Criminology* 2:177-222.

****Annotated bibliographies due 1/27 5:00pm****

Week 12: 4/5-4/11

Face to face meeting 4/7 4:30-5:50

TOPIC: NORMALIZATION

READINGS:

Aldridge, J., Measham, F., and Williams, L. (2013). *Illegal Leisure Revisited: Changing Patterns of Alcohol and Drug Use in Adolescents and Young Adults*. Routledge. Ch. 7 (p. 201-229)

Coomber, R., Moyle, L., and South, N. (2016). The normalization of drug supply: The social supply of drugs as the “other side” of the history of normalization. *Drugs, Education, Prevention, and Policy*, 23, 255-263.

Hathaway, A. D., Comeau, N. C., and Erickson, P. G. (2011). Cannabis normalization and stigma: Contemporary practices of moral regulation. *Criminology & Criminal Justice*, 11(5): 451-469.

Measham, F., and Shiner, M. (2009). The legacy of ‘normalisation’: The role of classical and contemporary criminological theory in understanding young people's drug use. *International Journal of Drug Policy*, 20: 502-508.

****Annotated bibliographies due 4/7 5:00pm****

Week 13 4/12-4/18

TOPIC: ILLICIT DRUGS, IDENTITY, AND SYMBOLIC BOUNDARIES

READINGS:

Copes, H., Hochstetler, A., and Williams, J. P. (2008). “We weren’t like no regular dope fiends”: Negotiating hustler and crackhead identities. *Social Problems*, 55, 254-270.

Copes, H., Leban, L., Kerley, K. R., and Deitzer, J. R. (2014). Identities, boundaries, and accounts of women methamphetamine users. *Justice Quarterly*, 33, 134-158.

Jacinto, C., Duterte, M., Sales, P., & Murphy, S. (2008). “I'm not a real dealer”: The identity process of ecstasy sellers. *Journal of Drug Issues*, 38(2), 419-444.

****Annotated bibliographies due 4/14 5:00pm****

Week 14: 4/19-4/25

Face to face meeting 4/21 4:30-5:50

TOPIC: ILLICIT DRUGS AND GENDER

READINGS:

Bourgois, P. (1995). *In Search of Respect: Selling Crack in El Barrio*. Cambridge, UK: Cambridge University Press. Chapter 6: Redrawing the Gender Line on the Street (pp. 213-258)

Dunlap, E., Johnson, B. D., & Manwar, A. (1994). A successful female crack dealer: Case study of a deviant career. *Deviant Behavior*, 15(1), 1-25.

Jacobs, B. A., & Miller, J. (1998). Crack dealing, gender, and arrest avoidance. *Social Problems*, 45, 550-569.

****Annotated bibliographies due 4/21 5:00pm****

Week 15: 4/26-5/2

TOPIC: ECONOMIC PERSPECTIVES ON ILLICIT DRUG USE

READINGS:

Caulkins, Jonathan P., Peter Reuter, and Lowell J. Taylor. 2006. Can Supply Restrictions Lower Price? Violence, Drug Dealing and Positional Advantage. *Contributions to Economic Analysis & Policy* 5(1), Article 3, 1-15.

Levitt, D., & Venkatesh, S. A. (2000). An economic analysis of a drug-selling gang's finances. *The Quarterly Journal of Economics*, 115, 755-789.

Reuter, P., MacCoun, R. J., Murphy, P., Abrahamse, A., & Simon, B. (1990). *Money from crime: A study of the economics of drug dealing in Washington, DC*. Rand Corporation. Section IV, p. 48-77.

****Annotated bibliographies due 4/28 5:00pm****

Week 16: 5/3-5/9

Face to face meeting 5/5 4:30-5:50

TOPIC: OPEN DISCUSSION OF STUDENT-FOUND ARTICLES

READINGS:

TBD

****Annotated bibliography due 5/5 5:00pm****

Week 17: 5/10-5/14

****Final paper due: 11:59pm (MST) 5/12/2020****