



Cedar Crest College
100 College Drive
Allentown, Pennsylvania 18104

COURSE TITLE:	Addictions, Psychopathology, and Crime
COURSE NUMBER:	CRJ 201-98
INSTRUCTOR NAME:	Michael Pittaro, MPA Executive Director Council on Alcohol and Drug Abuse (CADA) 1031 W. Linden Street, Suite 202 Allentown, PA 18102 Criminal Justice Adjunct Professor Department of Social Sciences Email: MPittaro@Cedarcrest.edu Office Hours – By Appointment
DATE:	September 12 - 14, 2008 & September 26 – 28, 2008.
CREDIT HOURS:	3.0 Credits
COURSE LENGTH:	14 weeks (Condensed into a two-weekend course)
COURSE SCHEDULE:	Friday (6 pm – 9 pm), Saturday (9 am – 5 pm), & Sunday (9 am – 5 pm)

COURSE DESCRIPTION:	The primary objective of this course is to focus on the linkages between substance addiction, the psychopathology of addictive behaviors, and its impact on crime. Specific content areas will highlight current trends in substance abuse; the influence substance use/abuse has had on behavior, on the criminal justice system and on trends in law enforcement.
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PERFORMANCE OBJECTIVES:

Through this course, the intent is to assist the student to develop and use critical thinking / Problem solving skills to:

1. Gain a more in depth understanding of how substance abuse affects behavior.
2. Understand the key elements of addiction itself and what factors are critical in the accurate measurement, treatment, and prevention of use/abuse/dependency.
3. Develop an understanding of how the body itself deals with substance use and how it contributes to the cycle of addiction.
4. Develop an understating of the different categories of drugs, how their use impacts the human body; how their use influences behavior; how their use of the drug affects crime; and what specific affects any given category or drug has on the individual, the family, and the community.
5. Better understand the most commonly recognized biological, psychological, and sociological theories of addictions.
6. Better understand the most commonly recognized treatment, prevention, and intervention strategies relative to substance abuse and crime.
7. Identify the current trends in substance use/abuse among the various demographic groups.
8. Evaluate whether the war on drugs has had a positive or negative impact on society and if there is any correlation between enforcement and crime rates.

OUTCOMES & ASSESSMENTS

Students will demonstrate an understanding of the elements of substance abuse and how those elements contribute to an individual's behavior.

Assessment: Students will read selected chapters from your text and other books or journals as they are assigned, participate in ALL class discussions and excel in written assignments

Students will be able to identify the specific factors researches attempt to measure when trying to understand and explain substance abuse and dependency.

Assessment: Students will read selected chapters from your text and other books or journals as they are assigned, participate in ALL class discussions and excel in

written assignments

Students will be able to identify the main categories of drugs of abuse; identify what the affects are on the body; what the effects are on behavior; and what the impact of the individual drug has on the individual, the family, the community, and the criminal justice system.

Assessment: Students will read selected chapters from your text and other books or journals as they are assigned, participate in ALL class discussions and excel in written assignments

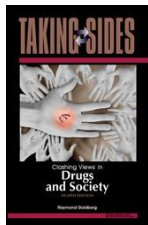
The student will be able to identify the major biological, psychological, and sociological theories of substance abuse and of the relationship between substance use/abuse/dependency have on crime and society's response to those who violate the law.

Assessment: Students will read selected chapters from your text and other books or journals as they are assigned, participate in ALL class discussions and excel in written assignments

Texts and Readings

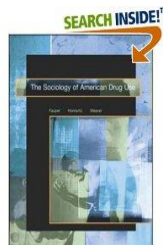
REQUIRED TEXT

Goldberg, R. (2008). *Taking sides: Clashing views in drugs and society*. (8th ed). New York, NY: McGraw-Hill publishing.



Additional Readings will be introduced, but are NOT required for this course

Faupel, C. E., Horowitz, A. M., & Weaver, G. S. (2004). *The Sociology of American Drug Use*. New York, NY: McGraw-Hill.



Pittaro, M. (January 2008). Police Occupational Stress. *Academy of Criminal Justice Sciences -Police Forum*.
http://www.sulross.edu/policeforum/docs%5Carchives%5CVolume_17_Number_1.pdf

Pittaro, M. (2007). *Criminal Justice Quick Study Academic Reference Guide*. Palm Beach, FL: Barcharts, Inc.



So, Why do we need an Addictions Course???

The goal of this particular course is to stimulate students' interest and awareness in the dynamic and constantly changing field of Addictions. This course will emphasize the importance of critical thinking & problem solving, and is intended to foster a considerable amount of dialogue between students and the instructor. The instructor will teach this course by relying on non-traditional pedagogical means in which learning is "*student centered*" as opposed to the traditional "*instructor centered*" approach to learning.

My goal is to create a learning centered environment that encourages students to embrace the concept of life-long learning, especially since I'm also a student (pursuing my PhD in Criminal Justice), so I know first-hand what it is like to juggle work, school, family, and friends.

Before one can fully understand the profound influences of "Drug and Alcohol Addiction" as a sub-discipline within criminal justice, one must learn to appreciate and understand the complexities of addiction and its proven association to deviance, criminality, and other problematic social issues. Addiction does not only affect the individual, but the family, the community, and society in general. Addiction knows no boundaries. In other words, it does not matter whether you are wealth or poor, Caucasian or African American, College-educated or a high-school drop-out, addiction is widespread and diverse.

Understanding the biological, psychological, sociological, theories as well as the legal aspects of substance abuse/dependency requires critical thought, sensitivity and open-mindedness to the continuum of controversial, often clashing views that pertain to the mission and philosophy associated with D & A intervention, prevention, enforcement, & punishment. Students must pay particular attention to the powerful influence of substance abuse/dependency and trafficking on crime and public policies, both domestic and foreign,

in which millions of dollars have been spent to enforce the alcohol and drug laws and punish those who violate them. Therefore, we will operate on the principle that the truth can best be discerned by the study of opposing perspectives within the addictions field. As such, this course is designed to:

- Provide students with well-developed, carefully considered, and sharply opposed points of view on substance abuse / dependency, and trafficking in regards to treatment and punishment.
- Help students to understand the significance of the principles, concepts, and theories relevant to the addictions field.
- Encourage students to apply critical thinking and problem solving strategies to the opinions and perspectives presented and discussed in this course.
- Promote the personal resolution of important social issues by challenging common assumptions (and misassumptions), perceptions (and misperceptions) and unconscious as well as conscious biases toward those who abuse and/or dependent on alcohol and/or drugs.
- Encourage students to synthesize their own positions by clarifying and understanding those values, norms, beliefs, and ethical principles concerning delinquency, deviance, criminality, crime, punishment, and the influence of public policy on criminal justice practices.
- Develop students' understanding and appreciation for the nature and value of empirical evidence in forming an opinion that can best be supported through measurable, testable (empirical) studies and experimentation, not opinions. In other words, opinions are just that – opinions. As budding practitioners, we will dissect the facts, not opinions. Studies have shown that students retain information better when they are actively engaged in the dialectical process (the art of investigating the truth through discussion and research).

Grading

2 Essay Exams (midterm and final) – 100 Points.....	200 points
6 Critical Thinking / Problem Solving Assignments – 50 points each.....	300 points
Participation / Professionalism – 20 points per day over a period of 5 days.....	100 points

Total – 600 points

Your grade is calculated by dividing the # of accrued points by possible points. In celebration of the recent 2008 Summer Olympics, I'd like all of you to strive for a gold medal ("A" Average) or at the very minimum, the silver medal ("B" Average). The bronze medal ("C" average is also available, but I'd personally prefer to see all you in the "A" and "B" grade range.

Grading Scale

A	= 94 – 100 %	C	= 74 – 76 %
A -	= 90 – 93 %	C -	= 70 – 73 %
B +	= 87 – 89 %	D +	= 67 – 69 %
B	= 84 – 86 %	D	= 60 – 66 %
B -	= 80 – 83 %		
C +	= 77 – 79 %	F	= 59 % &
Below			

<http://www.studygs.net/index.htm> (Study Guides and Strategies)

IMPORTANT:

Do Not Work Ahead of the Class or the Instructor. The Instructor reserves the right to modify or alter the schedule with little to no advanced notice to meet the needs of the class and/or the instructor.

Library Assignments:

Students are strongly encouraged to use the school's library, its electronic databases, the Internet, and the course text consistently throughout the semester to complete many, if not all, of the class-related assignments

Attendance

Students are **REQUIRED** to have prompt and regular classroom attendance, especially since this entire course has been condensed into two weekends (6 days). Participation / Professionalism points may only be accrued if you are present and actively participating in class in a professional manner. To reiterate, **Participation is required for this course!**

"A Journey of a thousand miles begins with a single step."

- Chinese Proverb

Course Policies

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from

distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Collegiate Learning requires both individual and group interaction. Therefore, the behavior and participation of each person in class in some way or another affects the learning outcomes of others. Listed below are some rules that will make the classroom experience a much more enjoyable one for everyone involved.

1. Class begins promptly at the beginning of the class period. Participation points will be deducted for those students who arrive late or leave early without prior approval from your instructor.
2. **Cell phones** – Please turn your cell phone off or, at the very minimum, set it to vibrate before the class starts out of respect for the Instructor, the guest speaker, and your fellow classmates. In turn, I will do the same. If you need to take an “occasional” important call, please inform me ahead of time, sit closest to the door, and leave the room when you receive the call.
3. **Food / Drink** - I do not mind if you bring a drink or snack to class as long as it is not distracting and you clean up your area when class has ended. Other classes will need to use this room throughout the day and evening.
4. **Breaks** – We will take several “mini-breaks” throughout the day at the discretion of the course instructor.
5. **Distractions** - Please avoid conversations with people sitting adjacent to you that are not related to the class discussion. It is a small room – even if you whisper, you must realize that other people can see and hear you, including me. Participation points will be deducted from those who fail to adhere to this policy.
6. **Class Dismissal** - Do NOT start zipping up your backpack, putting away your notebooks, and closing your text before the end of the class. If one person does it, it seems to trigger others to do the same. You are scheduled to be here until the class officially ends, so please plan your schedule accordingly. We have a lot of information to cover in a relatively short period of time.
7. **Tardiness** - If you know that you'll either be late to class or you'll need to leave early, please notify me in advance (preferably by email) and sit as close to the door as possible so as not to disrupt others when you enter or exit the room, especially if and when there is a guest speaker.
8. **Inattention** - I'll do my best to make the class as interesting as possible using my unique, often sarcastic, sense of humor, but remember that my primary goal is to teach you by providing you with valuable information; not to entertain you. Sleeping or the appearance of sleeping is strictly prohibited. Any student who is observed

sleeping will receive a zero for the class participation portion of the class. Any student who is observed sleeping during a guest lecture will immediately be asked to leave the room. No exceptions!

9. **Deadlines** - Turn in all assignments by the deadline. No excuses! No exceptions! Do not procrastinate and wait until the morning the assignment is due to start working on it because it will undoubtedly be reflected in your work. More importantly, it is not fair to the other students who worked hard to get the assignment in by the deadline; therefore, I will not accept late assignments. **“A conscientious student will avoid procrastination and complete their assignments well before the due date and time.”** Assignments will always be due at the beginning of the next scheduled class.
10. **Grades** - The rules of this syllabus, content of the assignments, content of the lectures, and calculation of the grade you EARNED cannot be negotiated on individual terms. While I am always willing to work with students on an individual basis, I must treat everyone with the same impartiality as you. In other words, No favoritism.
11. **Expect the Unexpected** – I personally live by this motto. Be prepared for the worst case scenario and expect the unexpected. You never know nor could you ever truly predict or anticipate when your computer is going to “crash,” your car will break down, it will snow, you will have to work late, or you or your child will come down with an illness or injury causing you to miss class. With that being said, completing your assignments and readings ahead of the due date is critical to your success in this class (and in the workforce), so that when (not if) something unexpected comes up, you’ll be prepared. I expect nothing less than a 100% commitment from you to this class.
12. **Participation** - Your questions are always welcome and I strongly encourage you to challenge me on some of the issues being discussed in class (in a constructive manner, not in an argumentative manner). Chances are, if you have a question, someone else is thinking the same thing. Please ask questions !!! You will learn more, it makes the class more interesting, stirs up intellectual, thought-provoking conversations, and it helps others to learn as well. As you can see from the grading criteria, participation is required *and a significant portion of your final grade.*
13. **Classroom Courtesy** - Remember, when you have a question or comment, please raise your hand first. Blurting out a question or comment when someone else has already raised his or her hand is disrespectful – it is like jumping ahead of someone in line at the store. The same social norm applies here as well.
14. **Absences** - If an emergency arises that requires you to be absent from a class session, be sure to get the notes and all other information that was covered in class from a classmate that you trust, not your instructor. While I typically respond to students within 24 hours of their call or email, I cannot guarantee that I will be available outside of classroom and appointment hours. Attendance at guest lectures and group

trips is mandatory unless previously discussed with the instructor. **IMPORTANT:** Missing one class is like missing an entire week. I would encourage all of you to attend each and every class to avoid being penalized.

15. **Grades** - The time to be concerned about your grade is throughout the entire course, NOT the last day of class! Your final grade is non-negotiable. Grades are stored in Gradekeeper (a reputable software program); therefore, you are entitled to know your grade at any time throughout the semester. If you are having trouble maintaining a “B” average or better in this course, I will reach out to you and request that we meet to discuss your plan of corrective action. Although “C’s” are acceptable at the undergraduate level, I would hope that you would strive for a “B” or better in this as well as all of your other classes.
16. **HELP is Available:** Anytime a student feels they are falling behind in the course (i.e., missed assignment deadlines, or inability to meet future deadlines), they should contact me immediately to discuss the situation. I am available by phone or email; however, the best and most efficient way to contact me is through email as I am constantly checking and responding to emails throughout the day and evening and over weekends and holidays. I typically respond to students within a few hours of receiving your email. If you don’t hear from me, assume that your message has been “spammed” or lost in cyberspace, and contact me by phone.
17. **Cheating** – As a college student, you must set high ethical and moral standards with unimpeachable honesty and integrity for yourself. Discipline associated with a cheating incident may result in you failing the course. At the very minimum, you will receive a zero for that particular assignment and/or project. This also goes for the person who lets another student cheat from them. You will also be sanctioned in a similar manner. I simply do not tolerate cheating! And yes, I will be comparing your written assignments to others in class. Remember, I’ve spent my entire career as an investigator.
18. **Plagiarism** (from the Latin word for "kidnapper") is the presentation of someone else's ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious and often punishable offense. Academic honesty is highly valued. A student must always submit work that represents his or her original words and ideas. Whenever using an outside source as a reference, the student must cite the source and make clear the extent of the source use.
 - *Accidental plagiarism* is forgetting to place quotation marks around another writer's words, omitting a source citation for another's idea because you are unaware of the need to acknowledge the idea, or carelessly copying a source when you mean to paraphrase.
 - *Deliberate plagiarism* is copying a phrase, a sentence, or a longer passage from a source and passing it off as your own by omitting

quotation marks and a source citation, summarizing, or paraphrasing someone else's ideas without acknowledging. Plagiarism and falsification of documents is considered a serious matter in academia. Deliberate plagiarism can result in course failure, a final grade of 'F.' At the very minimum, you will receive a zero for that particular assignment.

19. This syllabus is a binding contract between the student and professor, and assumes that the student has read and fully understands the syllabus and course requirements. Based upon conditions within or beyond the control of the professor (including but not limited to weather, equipment problems, emergencies, and the needs of an individual class and/or instructor), the professor has the right to revise this syllabus, assignments, and due dates, as required and with little to no prior notification.
20. **Extra Credit** – Sorry, but I have never, ever given out an extra credit assignment. I do not think that it is fair and just for those who managed to complete their coursework by the original deadline.
21. **Email** –Please only use your Cedar Crest email address when contacting me. I will typically not respond to anything other than Cedar Crest email accounts. When emailing me, be sure to type your name in the subject line. If it is important, please specify that in the subject line alongside your name.
22. **Attendance** - Any student with a * *perfect attendance record* by the last scheduled day of the course will receive 25 "thank you" points to be applied to their lowest grade. * *Perfect attendance includes arriving on time to class, participating in all classes, and leaving when the class has officially ended.*

In closing, you must answer one important question; Do you want to be an "A" student? "A" students encounter the same life challenges as others (inclement weather, crashed computers, family problems, work crisis, illnesses, vehicle problems, etc). "A" students overcome these obstacles and still submit their work on time. That is because they start and complete their assignments, chapter readings, and projects shortly after the instructor assigns them. "A" students have exceptional time management skills and have built in enough "cushion" so that when (not if) unanticipated life events occur, they still submit their work on time.

When I grade your individual assignments, I'll be looking for several obvious things including timeliness, neatness, and clarity. Take pride in your work. If you turned this assignment into your future boss, what would he/she think??? Keep that in the back of your mind because I'm also preparing you for the demands of the workforce. All assignments **MUST** be spell-checked and double-checked for grammatical errors before submission. As a journal editor, I take this role very seriously. Further, any written assignment in this class should be well-organized, easy to follow and should address all aspects of the question or requested information. Mostly, however, I look for substantive responses.

Substantive responses are those that provoke thought, challenge students' critical thinking / problem-solving abilities, present alternative ideas, and ask further questions for readers to consider.

“A” students **NEVER** procrastinate!

“You cannot predict every possible challenge; however, if you prepare for those challenges that you can predict, you will be better equipped to handle all problems, even the unexpected ones.”

- Rudolph Giuliani (former Mayor of New York).

*“A man or woman who wants to do something will find a way;
A man or woman who doesn't will find an excuse.”*

-Stephen Dooley, Jr. (Woodman, Dooley, & Heald, 1987)

A Note From Your Instructor

This syllabus is your map for navigating through this course. It is only a guide used to define the goals and objectives of the course, specify the textbook and supporting materials to be used, and explain course requirements, including the method or formula for determining your grades. The syllabus also includes a “proposed” course schedule indicating when particular topics will be covered, what material will need to be read for each class, and when assignments will be given and their respective due dates. Other useful information include the Instructor’s name, Phone Number and Email Address. It is strongly suggested that students download the syllabus to their computer AND retain a “hard” copy for easy reference.

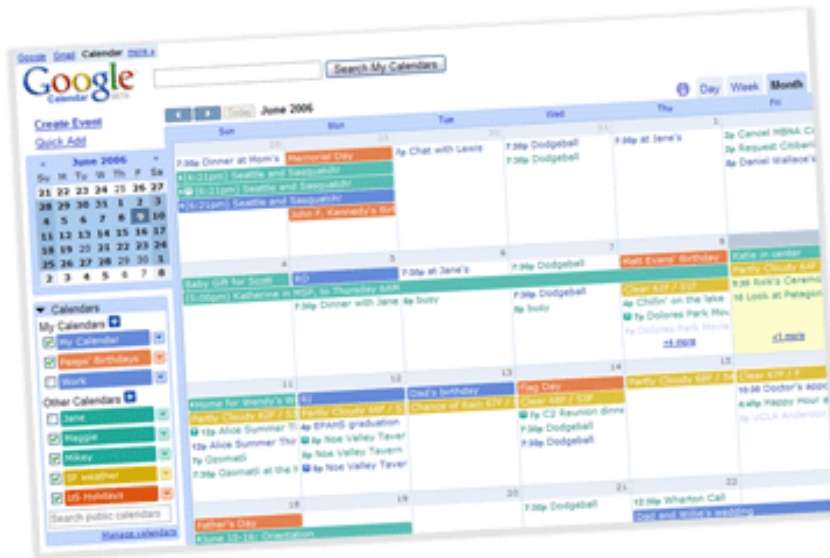
Don’t forget to write down important due dates on your calendar or day planner.

Time Management is the key to success in balancing school, work, and life.

More Importantly, Exceptional Time Management skills are crucial to balancing those responsibilities simultaneously and effectively.

For those tech-savvy folks, You may want to consider a free online calendar such as Google or any others that may be free. I personally like Google.

<https://www.google.com/accounts/ServiceLogin?service=cl&passive=true&nui=1&continue=http%3A%2F%2Fwww.google.com%2Fcalendar%2Frender&followup=http%3A%2F%2Fwww.google.com%2Fcalendar%2Frender>



COURSE OUTLINE

(Information on the outline is subject to change with little to no prior notice)

NOTE: The entire course (15-weeks) has been condensed into 6 days. Expect to read and write A LOT over the next few weeks.

Week	Description	Readings /Assignments
Friday September 12, 2008 Welcome To CRJ 201 Addictions, Psychopathology, & Crime Day 1	<p style="text-align: center;"><u>Introduction:</u></p> <p style="text-align: center;">Instructor Introduction – Experience / Education in Addictions</p> <p style="text-align: center;">Overview of class syllabus, course policies, grading and assignments</p> <p style="text-align: center;">Discussion pertaining Writing Assignments</p> <p style="text-align: center;">* Johnny Cash Video (Trust me, it’s good)</p> <p style="text-align: center;"><u>Lecture/Discussion</u></p> <ul style="list-style-type: none"> ▪ Sociology and the Classification of Drugs ▪ Understanding Social Concerns About the “Drug Problem” ▪ Sociologists on American Drug Use 	<p style="text-align: center;">Be prepared for the first day of the course by reading the entire syllabus and your instructor’s resume.</p> <p style="text-align: center;">Be prepared to actively participate in this class.</p> <p style="text-align: center;"><u>Homework:</u> To be assigned. Due 9/13/08.</p> <p style="text-align: center;">Most, but not all, of your Homework assignments will pertain directly to your readings in the “Taking Sides” text.</p>
Saturday September 13, 2008 Day 2	<p style="text-align: center;"><u>Lecture / Discussion</u></p> <p style="text-align: center;">Classifying Psychoactive Drugs</p> <ul style="list-style-type: none"> ▪ Narcotics ▪ Depressants ▪ Stimulants ▪ Hallucinogens ▪ Marijuana <p style="text-align: center;">Theoretical Explanations for Drug Use and Addiction</p> <ul style="list-style-type: none"> ▪ Nature Theories ▪ Biological Theories ▪ Psychological Theories ▪ Sociological Theories 	<p style="text-align: center;"><u>Homework:</u></p> <p style="text-align: center;">To be announced Due 9/14/08</p>

<p style="text-align: center;">Sunday September 14, 2008</p> <p style="text-align: center;">Day 3</p>	<p style="text-align: center;"><u>Lecture/Discussion</u></p> <p style="text-align: center;">Subcultures of Drug Use</p> <ul style="list-style-type: none"> • What are subcultures? • Four Subcultures of Drug Use • Drug-Using Careers <p style="text-align: center;">Guest Speaker – To Be Announced</p> <p style="text-align: center;">Official and Unofficial Data Sources</p> <ul style="list-style-type: none"> • Important terms • Official drug-use statistics • Unofficial drug –use statistics 	<p style="text-align: center;"><u>Homework:</u> Assignment to be announced Due 9/26/08</p> <p style="text-align: center;">Complete and return take home “midterm” exam to me by email (MPittaro@cedarcrest.edu) by Monday, September 19th at 5 pm.</p> <p style="text-align: center;">Ten (10) points will be deducted for each day late, including weekends.</p>
<p style="text-align: center;">Friday September 26, 2008</p> <p style="text-align: center;">Day 4</p>	<p style="text-align: center;"><u>Lecture / Discussion</u></p> <p style="text-align: center;">Demographic and Occupational Correlates of Drug Use</p> <ul style="list-style-type: none"> • Demographic correlates of drug use • Occupational correlates of drug use <p style="text-align: center;">Drugs and Crime</p> <ul style="list-style-type: none"> • Historically understanding drug use /crime • Theoretically understanding drug use / crime • Empirically understanding drug use / crime 	<p style="text-align: center;"><u>Homework:</u> Assignment to be determined. Due 9/27/08</p>
<p style="text-align: center;">Saturday September 27, 2008</p> <p style="text-align: center;">Day 5</p>	<p style="text-align: center;"><u>Lecture/Discussion</u></p> <p style="text-align: center;">Therapeutic Responses to Drug Problems: Drug Treatment</p> <ul style="list-style-type: none"> • History of treatment for drug addiction • Major treatment modalities • Effectiveness of drug treatment • Contemporary issues in treatment <p style="text-align: center;">Tentative Date for Guest Speaker</p>	<p style="text-align: center;"><u>Homework</u> Assignment to be determined Due 9/28/08</p>

<p style="text-align: center;">Sunday</p> <p style="text-align: center;">September 28, 2008</p> <p style="text-align: center;">Day 6</p> <p style="text-align: center;">(Last Day!)</p>	<p style="text-align: center;"><u>Lecture/Discussion</u></p> <p style="text-align: center;">Drug Policy for the 21st Century</p> <ul style="list-style-type: none"> • Our guiding philosophy • Supply and Demand policies • Specific policy issues and recommendations <p style="text-align: center;"><u>Farewell Party</u></p> <p>I personally think that it would be appropriate to have an end of the course party to celebrate what you've accomplished. Therefore, I would like to request that each student bring in some type of food item that could be shared with the entire class. We'll discuss it further on the first day of the course.</p>	<p style="text-align: center;"><u>Homework:</u></p> <p style="text-align: center;">VERY IMPORTANT</p> <p style="text-align: center;">Complete and return your Final "take-home" exam to me by email (MPittaro@cedarcrest.edu)</p> <p style="text-align: center;">by Friday, October 3rd at 4 pm.</p> <p style="text-align: center;">Ten (10) points will be deducted for each day late, including weekends.</p>
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Revised: August 28, 2008

Please Sign and Return to Me on the First Day of Class
- Michael Pittaro, CRJ 201 - Course Instructor

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Student

Date

Michael Pittaro, MPA
CRJ 201 - Addictions, Psychopathology and Crime