

**SEMINAR IN ADVANCED CRIMINAL JUSTICE RESEARCH TOPICS  
CJ 8330**

**DRUGS, CRIME, AND JUSTICE**

**TEMPLE UNIVERSITY  
DEPARTMENT OF CRIMINAL JUSTICE  
Spring 2008  
553 Gladfelter Hall  
Main Campus  
Wednesday 6:00 – 8:30**

**Professor:** Steven Belenko, Ph.D.

**Office:** 558-9 Gladfelter Hall

**Telephone:** (215) 204-2211

**E-MAIL:** [sbelenko@temple.edu](mailto:sbelenko@temple.edu)

**Office hours:** Tuesday & Thursday 1:30 p.m.-3:00 p.m., or by appointment

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**Course Description and Goals**

This course considers the problems of illegal drug use and its consequences for crime, health, and the justice system. Through the lens of government laws, policies and regulation of drugs and drug use, students will gain a deeper understanding of such key issues as the social construction of crime and deviance; the social, psychological, and biological determinants of drug use and abuse; the development and reform of antidrug policy; and the interactions of the criminal justice and public health systems. A multidisciplinary approach will be used to explore these issues from social, legal, psychological, political, public health, enforcement, economic, and criminological perspectives. Students will increase their knowledge about the historical and political foundations of drug policy development. Specific topics will include drug legalization and decriminalization, drugs and violence, the treatment versus punishment continuum, treatment alternatives to incarceration, sentencing laws for drug offenders, and health and social consequences of drug abuse.

**Course Goals:** Upon completing the course, students will:

1. Gain an understanding of the historical and political contexts of drug control and drug policy in the United States.
  2. Develop an appreciation of the complexities and dynamics of developing and reforming drug control policies.
  3. Become familiar with the fundamentals of drug use and abuse and its effects on crime.
  4. Learn to interpret and critically assess alternative policies and approaches for reducing and preventing illegal drug use and its consequences for crime, health, and social order.
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## **Required Readings:**

NOTE: With the exception of Inciardi *War on Drugs*, all books have been placed on reserve in Paley Library, so it is not absolutely necessary to purchase all of these books. For most of the books, we will be reading excerpts. However, I do suggest you purchase the MacCoun & Reuter and Inciardi & McElrath books (both are in paperback) as there will be a fair amount of reading assignments in those books. I have indicated below whether the books are available on Amazon.

### **BOOKS:**

- \*Steven Belenko. (2000). *Drugs and drug policy in America: A documentary history*. Westport, CT: Greenwood Press. [Several used copies available on Amazon]
- \*Steven Belenko. (1993). *Crack and the evolution of anti-drug policy*. Westport, CT: Greenwood Press.
- \*Raymond Goldberg. (2008). *Taking sides: Clashing views in drugs and society*. New York: McGraw-Hill Companies. [Paperback, available on Amazon]
- \*Erich Goode. (2005). *Drugs in American society* (sixth edition). New York: McGraw-Hill Companies. [Paperback, available on Amazon]
- James Inciardi. (2008). *The war on drugs IV* (fourth edition). Boston: Pearson Education. [Paperback, available on Amazon]
- \*James Inciardi & Karen McElrath. (2008). *The American drug scene* (fifth edition). New York: Oxford University Press. [Paperback, available on Amazon]
- \*Robert MacCoun & Peter Reuter. (2001). *Drug war heresies*. New York: Cambridge University Press. [Paperback, available new or used on Amazon, and relatively inexpensive]
- \*David Musto. (1987). *The American disease: Origins of narcotics control*, Expanded edition. New York: Oxford University Press. [Paperback, available used and cheap on Amazon]
- \*Franklin Zimring & Gordon Hawkins. (1992). *The search for rational drug control*. New York: Cambridge University Press. [Paperback, available used and cheap on Amazon]

### **\*Placed on reserve in Paley Library**

### **ARTICLES AND BOOK CHAPTERS:**

- Belenko, S. and Peugh, J. (2005). Estimating drug treatment needs among state prison inmates. *Drug and Alcohol Dependence*, 77, 269-281.
- Blumstein, A. (1997). Interaction of criminological research and public policy. *Journal of Quantitative Criminology* 12, 349-362.
- Cullen, F. T. & Gendreau, P. (2000). Assessing correctional rehabilitation: Policy, practice, and prospects." Pp. 109-175 in *Policies, processes, and decisions of the criminal justice system*, J. Horney (ed.). Washington, D.C.: National Institute of Justice. Available on-line: [http://www.ncjrs.gov/criminal\\_justice2000/vol\\_3/03d.pdf](http://www.ncjrs.gov/criminal_justice2000/vol_3/03d.pdf).

- DiIulio, J. (1996). Help wanted: Economists, crime, and public policy. *Journal of Economic Perspectives*, 10(1), 3-24
- Myers, M.A. (1989). Symbolic policy and the sentencing of drug offenders. *Law & Society Review*, 23(2), 295-315
- Sevigny, E. & Caulkins, J. (2004). Kingpins or mules: An analysis of drug offenders incarcerated in federal and state prisons. *Criminology and Public Policy*, 3, 401-434. [Plus Editorial Introduction and Reaction Essays]
- Steen, S., Engen, R.L., & Gainey, R.R. (2005). Images of danger and culpability: Racial stereotyping, case processing, and criminal sentencing. *Criminology*, 43, 435-468.

**Copies of the following will be handed out in class:**

- American Psychiatric Association definitions of drug abuse and dependence, Diagnostic and Statistical Manual – IV criteria for drug abuse and dependence
- Belenko, S. (2002). Drug courts. In: C. Leukefeld, F. Tims, and D. Farabee (eds.), *Treatment of drug offenders: Policies and issues*, pp. 301-318. New York: Springer.
- Belenko, S. & Peugh, J. (1998). Fighting crime by treating substance abuse. *Issues in Science and Technology*, 15(1), 53-60. [PLEASE PICK UP A COPY FROM THE PROFESSOR BEFORE THE FIRST CLASS]
- Courtwright, D. (1991). Drug legalization, the drug war, and drug treatment in historical perspective. *Journal of Policy History*, 3(4),
- Fagan, J.A. (1990). Intoxication and aggression. Chapter in M. Tonry and N. Morris (eds.) *Drugs and crime*, Chicago: University of Chicago Press.
- Jacobs, J.B. (1990). Imagining drug legalization. *The Public Interest*, Issue 101, Fall
- Johnson, B.D. & Golub, A. (2005). Sociocultural issues. (pp. 107-120) In: J.H. Lowinson, P. Ruiz, R.B. Millman, J.G. Langrod (eds.). *Substance abuse: A comprehensive textbook*. Philadelphia: Lippincott Williams & Wilkins.
- Khantzian, E.J., Dodes, L., & Brehm, N.M. (2005). Psychodynamics. (pp. 97-107) In: J.H. Lowinson, P. Ruiz, R.B. Millman, J.G. Langrod (eds.). *Substance abuse: A comprehensive textbook*. Philadelphia: Lippincott Williams & Wilkins.
- Nadelmann, E. (1988). The case for legalization. *The Public Interest*, Issue 92, Summer, 3-32
- Reuter, P. (1995). Hawks ascendant: The punitive trend of American drug policy. (pp. 345-364). In: J.A. Inciardi & K. McElrath (eds.). *The American drug scene*. Los Angeles: Roxbury Publishing Company

**GOVERNMENT REPORTS:**

- American Bar Association, Justice Kennedy Commission. (2004). *Reports with recommendations*. Washington DC: American Bar Association. [POSTED ON BLACKBOARD]

- Mumola, C.J. & Karberg, J.C. (2006). *Drug use and dependence, state and federal prisoners, 2004*. NCJ 213530. Washington DC: Bureau of Justice Statistics.  
<http://www.ojp.usdoj.gov/bjs/pub/pdf/dudsfp04.pdf>
- Mumola, C.J. & Bonczar, T. (1998). *Substance abuse and treatment of adults on probation, 1995*. NCJ 166611. Washington DC: Bureau of Justice Statistics.  
<http://www.ojp.usdoj.gov/bjs/pub/pdf/satap95.pdf>
- Mumola, C.J. (1999). *Substance abuse and treatment, state and federal prisoners, 1997*. NCJ 172871. Washington DC: Bureau of Justice Statistics.
- National Institute of Justice. (2003). *Toward a drugs and crime research agenda for the 21st century*. NIJ Special Report. NCJ 194616. Washington DC: National Institute of Justice [POSTED ON BLACKBOARD]
- National Institute on Drug Abuse. (2006). Principles of drug abuse treatment for criminal justice populations: A research-based guide. NIH Publication No. 06-5316. Bethesda, MD: National Institute on Drug Abuse. [http://www.drugabuse.gov/PDF/PODAT\\_CJ/PODAT\\_CJ.pdf](http://www.drugabuse.gov/PDF/PODAT_CJ/PODAT_CJ.pdf)
- National Institute on Drug Abuse Research Reports:** Basic reading on classes of drugs and their pharmacological effects:  
 Heroin (<http://www.nida.nih.gov/PDF/RRHeroin.pdf>)  
 Cocaine/crack (<http://www.nida.nih.gov/PDF/RRCocain.pdf>)  
 Marijuana (<http://www.nida.nih.gov/PDF/RRMarijuana.pdf>)  
 Methamphetamine (<http://www.nida.nih.gov/PDF/RRMetham.pdf>)  
 Hallucinogens and Dissociative drugs (<http://www.nida.nih.gov/PDF/RRHalluc.pdf>)  
 MDMA (Ecstasy) (<http://www.nida.nih.gov/PDF/RRmdma.pdf>)
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2007). *Results from the 2006 National Survey on Drug Use and Health: National Findings* (Office of Applied Studies, NSDUH Series H-32, DHHS Publication No. SMA 07-4293). Rockville, MD. [Chapters 2 (Illicit Use) and 7 (Dependence, abuse, and treatment)].  
<http://www.oas.samhsa.gov/nsduh/2k6nsduh/2k6Results.pdf>
- The White House. (2007). *National Drug Control Strategy*. Washington, DC: Office of National Drug Control Strategy.  
<http://www.whitehousedrugpolicy.gov/publications/policy/ndcs07/ndcs07.pdf>
- Supplementary Readings (Not Required):**
- Erich Goode. (1997) *Between politics and reason: The drug legalization debate*. New York: St. Martin's Press. [Available on Amazon, including used copies] [ON RESERVE IN PALEY LIBRARY]
- National Commission on Marijuana and Drug Abuse (1973) Final report.
- National Research Council, 1999. *Informing America's policy on illegal drugs: What we don't know keeps hurting us*. Washington DC: NRC.
- Parker, R.N. & Auerhahn, K. (1998). Alcohol, drugs and violence. *Annual Review of Sociology*, 24, 291-311.

Arnold Trebach & James Inciardi. (1993). *Legalize it: Debating American drug policy*. American University Press. [Paperback, available used and cheap on Amazon] [ON RESERVE IN PALEY LIBRARY]

The following two books are autobiographical and stark descriptions of life as a drug addict:  
James Frey, *A Million Little Pieces*  
Cupcake Brown, *A Piece of Cake*

Additional required and supplementary readings may be given throughout the semester. These will be handed out in class, made available through Library reserve, or posted on BlackBoard for downloading.

**BlackBoard, E-mail and Internet:**

There is a BlackBoard site for this course on which announcements, course materials, assignments, and readings will be periodically posted. Please check the course BlackBoard site regularly during the semester.

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**Course Requirements and Grading**

- Note carefully the dates written and in-class assignments listed in the Course Schedule. Except by prior approval, or documented medical emergencies, the general policy is that there will be no make-up assignments or late papers accepted.

**Class Participation:**

The course is structured as a seminar based around readings and discussion, with some lecturing. All students are expected to actively participate, respond to questions, and contribute to the class discussion. Preparation for class and class participation will involve (a) *reading* all the assigned material, and (b) *preparing* at least three questions or topics for discussion from each set of readings. Use this as an opportunity to present and explore ideas, or to ask questions if you are unclear on some of the issues raised in the readings. Because we are a small group, we will likely get to cover everyone's questions/topics in each weekly class session. Your participation grade will be based on your overall preparation and contribution to *in-class discussions*. (20% of the course grade)

**Written Assignments:**

Students are required to complete two papers for this course. The first will be due in the middle of the semester. The date is somewhat flexible and will be finalized early in the semester so as minimize conflicts with other course obligations the students in the course may have. The second will be due at the end of the semester during finals week and will involve a proposal for reforming drug policies to reduce the impact of drug-related crime and its consequences.

Assigned course readings will provide the basic foundation for both papers, but some additional reading and library research on your own may also be required (depending on the topic). More information about the paper assignments will be distributed in class.

Papers are due by the end of the day on the due date indicated in the Course Schedule. Papers must be submitted through BlackBoard; in addition a copy should be emailed or handed directly to the instructor. Papers must be typed and double-spaced (12-pt. font; double-spaced, 1-inch margins). Please be sure to use spell check and carefully proofread your written work before handing it in, as points will be deducted from your grade for spelling or grammatical mistakes. APA citation format is required for all sources used. *With the exception of documented medical emergencies, no late papers will be accepted.*

#### Paper 1:

In this paper, you will examine how drug abuse and laws related to drug control influence policy or practice in a specific area of criminal justice that interests you. The topic should be related to the issues we cover in class, and you should discuss your topic with me before beginning work on your paper, *but please do so no later than week 5 of the semester*. A list of sample topics will be handed out in class. (8-12 pages, 20% of the course grade)

#### Paper 2:

The final paper will propose a set of criminal justice and public health policy reforms to reduce the impact of drug-related crime and its health and social consequences. Your proposed policy reforms should include a theoretical framework for why you believe the reforms would be effective, a historical perspective to argue why current policies are lacking or your proposed policy has merit, and, where appropriate, data and prior research to back up your arguments. Proposed policies or interventions might include changes in sentencing laws, increased access to treatment or prevention, a more or less punitive approach to drug use and drug sale, decriminalization, changes in budget priorities, or other new legislation, social programs, or policies. Students will be graded on their ability to critically analyze a problem and its causes, and provide a defensible argument in favor of the proposed policy reforms.

Students are encouraged to prepare an outline of their paper and discuss it with the professor *by week 12 of the semester*. (15-20 pages, 30% of the course grade)

#### **Oral Presentations:**

There will be two in-class oral exercises (about one-hour each). The first will involve a mock legislative hearing to consider new criminal justice drug policy legislation (we will develop the topic area together), during which the class will be divided into three groups: One group will be the legislators, a second group will testify in favor of the legislation, and the third group will testify against the legislation. More details on the procedures and expectations will be handed out in class.

The second oral exercise will be an in-class debate, held toward the end of the semester. The class will be randomly divided into two teams, and each team will be responsible for arguing one side of the debate. The Instructor will moderate. The debates will be based on the assigned readings and any other readings or resources that the teams may incorporate. We will develop the final debate topic in class. Examples of possible topics:

Sample Topic 1: RESOLVED: Possession of all drugs for personal use should be decriminalized

Sample Topic 2: RESOLVED: All offenders with a substance abuse problem should be diverted to treatment instead of incarceration

Sample Topic 3: RESOLVED: Mandatory sentencing laws for drug offenders should be repealed

### *Grading Summary*

<b><u>Assignment:</u></b>	<b><u>Percentage of Grade:</u></b>
Class Participation	20
Mock Hearing	15
Debate	15
Paper #1	20
Paper #2	30
<b><u>Total</u></b>	<b>100%</b>

**NOTE ABOUT GRADES:** The final course grade is based solely on the categories listed in the table above. It is the professor's policy not to give additional extra credit assignments to any students.

*If you feel during the semester that you are falling behind or struggling with the class, contact the professor as soon as possible and I will do everything reasonable to help you. Do not wait until the end of the course to try and repair a failing or poor grade.*

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### **Course Policies and Procedures**

**Assigned Readings:** Students are responsible for the required readings, and these readings should be completed prior to class, according to the Course Schedule. It is expected that students will come to class having read the assigned materials and prepared to discuss the assigned readings. See section on Class Participation above for other requirements.

**Attendance:** Regular attendance in class is required. We are a small class and to ensure a balanced and complete discussion of course materials, and to maintain continuity in our discussions, it is essential to have as full attendance as possible. In fairness to the other students, absences should be well-justified and kept to a minimum. Students are expected to come in class on time and remain in the classroom until the class is over. If there are special circumstances where you need to arrive late or leave early, please discuss them with the professor **in advance**. You are responsible for all material, assignments, and deadlines covered in class.

**Code of Conduct:** Students are encouraged to participate in the learning process. In a graduate seminar, students' ideas and insights on class topics are an important contribution to the course, and active class participation is expected of all students. Students who offer their perspectives and questions are guaranteed a respectful, non-discriminatory classroom environment. **All students are encouraged to speak up, ask questions, and express their opinions!**

- **Respect for Others** – Our course will include extensive classroom discussions. Some of the topics and readings that we discuss will be controversial, and students may have strong views about the issues. Students are expected to speak and listen with an open mind, and respect other students’ (and the professor’s) points of view.
- **Cell Phones, Beepers, and Miscellaneous Electronic Equipment**— Cell phones, pagers, beepers, iPods, and other electronic equipment must be turned off during class. If you have an emergency situation that requires you to have your cell phone on, please contact me ahead of time to discuss. Laptop computers may be used to take notes.

**Religious Holidays:** If you will be observing any religious holidays this semester that will prevent you from attending a regularly scheduled class or interfere with fulfilling any class requirement, the instructor will offer you an opportunity to make up the class or assignment if you make arrangements by informing the instructor ahead of time.

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## **UNIVERSITY POLICIES**

**NOTE:** For complete information on university policies, rules, and regulations, please refer to the graduate bulletin, available online (<http://www.temple.edu/bulletin>).

### **Drops and Withdrawals:**

Courses may be dropped through the second week of the spring semester. The last day to drop this course is Monday, February 4, 2008. Dropping a course within the first two weeks of the semester results in the deletion of the class from the student's roster, with no record of the class appearing on the transcript.

During weeks three through nine of the semester, the student may withdraw with their advisor’s permission. The course will be recorded on the transcript with the notation of “W,” indicating that the student withdrew. After week nine of the semester, students may not withdraw from courses. The last day for you to withdraw from this course is: Monday, March 31, 2008.

### **Incompletes:**

The instructor’s option to allow a student to take an Incomplete (I) grade is designed to accommodate a student experiencing significant difficulties that are unrelated to the course. It is not intended to allow avoidance of (or delay) the filing of a failing grade. A student will not be allowed to receive an Incomplete after taking the final exam. An instructor may file an “I” (Incomplete) when a student has not completed the work of a course by the time grades must be submitted, but has completed the majority of the work at a passing level and has a written agreement with the instructor and the department regarding completion of the work, including the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated.

One copy of the agreement shall be retained by the instructor, one shall be given to the student, and one shall be filed with the department office.

**Academic Honesty and Integrity:**

Temple University believes strongly in academic honesty and integrity. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Plagiarism and academic cheating are, therefore, prohibited, will not be tolerated, and may result in serious consequences for the student. Please be sure to read the section in the Temple University Graduate Bulletin entitled "Plagiarism and Academic Cheating."

The instructor reserves the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee. The penalty for academic dishonesty can range from a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense, individual instructor, department, and the school or college. Students who believe that they have been unfairly accused may appeal through the school or college's academic grievance procedure.

**Statement on Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).

**Course-Related Problems:** Students experiencing problems in this course or in general that may interfere with class participation, or successful completion of the course, are strongly encouraged to speak with the professor as soon as such problems arise. Students needing special arrangements or assistance should discuss their needs with the professor in advance.

**Contacting the Professor:** You can contact the professor by email, phone, or in person during office hours. Outside of office hours, the best way to contact the professor is by email. In case of an emergency, students are expected to send an email to the professor to establish a formal record of contact.

**Students with Disabilities:** This course is open to all students who meet the academic requirements for participation. Any student who needs any special accommodation based on the impact of a disability should contact the instructor privately, as soon as possible, to discuss the specific situation. The student should also contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities. <http://www.temple.edu/disability/>

The following is the tentative course schedule indicating reading assignments and other deadlines. This schedule is subject to change at the discretion of the Professor; any changes will be announced in class and posted on BlackBoard.

**CLASS SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Textbook Reading Assignment</b>
<b>1</b>	<b>1/23</b>	<b>Introduction and Course Overview:</b> Drugs, Drug abuse, and the CJS Key Themes and Issues	Belenko & Peugh (1998) Mumola (1999) Mumola & Bonczar (1998) Mumola & Karberg (2006)
	<b>1/30</b>	<b>The Basics of Drugs and Drug Abuse</b>	APA/DSM definitions (HANDOUT) Goldberg, Issue 6 Goode, Ch. 3 Inciardi & McElrath, Chs. 1, 3, 5, 18, 19 Inciardi, Ch. 1 Johnson & Golub (2005) Khantzian et al. (2005) MacCoun & Reuter, Ch. 2 (pp. 15-23) SAMHSA Chapters 2 and 7 Zimring & Hawkins Ch. 2
	<b>2/4</b>	<b>LAST DAY TO DROP COURSE</b>	
<b>3</b>	<b>2/6</b>	<b>Historical perspectives on drug regulation and drug policy</b>	Belenko (2000), Parts I, II, III Courtwright (1991) Goode, Ch. 4 Inciardi & McElrath, Ch. 11, 15, 20 Inciardi, Ch. 2 Musto, Chs. 1,3 Zimring & Hawkins, Ch. 3
<b>4</b>	<b>2/13</b>	<b>Defining Deviance: Which drugs should be illegal?</b>	Goode, Chs. 1, 8 Inciardi & McElrath, Ch. 6, 26 MacCoun & Reuter, CHs. 5, 6 NIDA research reports on specific drugs
<b>5</b>	<b>2/20</b>	<b>Drug treatment and its impact: Historical perspectives</b>	Belenko (2000), Part IX Goldberg, Issue 18 Inciardi & McElrath, Chs. 37-39 Musto, Chs. 4, 7, 10
<b>6</b>	<b>2/27</b>	<b>Drugs and Crime connections</b>	Fagan (1990) Goode, Ch. 12 Inciardi & McElrath, Chs. 32-35 Inciardi, Ch. 8 Zimring & Hawkins, Ch. 6

7	3/5	<b>Drugs and crime Part 2: Drug trafficking and drug markets</b>	Goode, Ch. 13 Rengert, Ch. 3 ONDCP Pulse Check 2004 <b>PAPER #1 DUE</b>
	3/10-3/14	<b>SPRING RECESS – NO CLASS</b>	
8	3/19	<b>Drug control and drug policy in the late 20<sup>th</sup> century – different eras</b>	Belenko (2000), Part VIII, pp. 195-209, Part X, Part XII Goode, Ch. 4, pp. 103-112 MacCoun & Reuter, Ch. 12 Musto, Chapter 12
9	3/26	<b>The Crack era and mandatory sentencing (Part 1)</b>  <b>MOCK LEGISLATIVE HEARING</b>	Belenko (1993), Chs. 1, 2, 3 Belenko (2000), Part XII  <b><u>Following are Optional:</u></b> Inciardi, Ch. 6 Kautt & Spohn (2006) Steen et al. (2005)
10	3/31	<b>LAST DAY TO WITHDRAW</b>	
	4/2	<b>The Crack era and mandatory sentencing (Part 2)</b>  <b>The current era of drug control and drug policy (Part 1)</b>	Inciardi & McElrath, Ch. 21 (African Americans and Sentencing) Myers (1989) Sevigny & Caulkins, 2004 <b><u>Optional:</u></b> ABA Kennedy Commission report, Part I  Blumstein (1997) Cullen & Gendreau (2000) Goldberg, Issue 16 (medical marijuana) Goode, Ch. 14 (pp. 383-400) <b><u>Optional:</u></b> DiIulio (1996)
11	4/9	<b>The current era of drug control and drug policy (Part 2)</b>	Inciardi, Ch. 10 ONDCP 2008 National Drug Control Strategy Zimring & Hawkins, Ch. 1
12	4/16	<b>Treatment alternatives - The Public Health perspective</b>	Belenko (2002), Drug court chapter Goldberg, Issue 16 (medical marijuana)

			Inciardi & McElrath, Ch. 12 (medical marijuana) Goode, Ch. 14 (pp. 400-408) NIDA, Principles of CJ Treatment NIJ (2003), pp. 107-140
13	4/23	<b>Legalization and decriminalization</b>	Goldberg, Issues 1 (Restrictive Drug Laws), 9 (MJ Prohibition) Goode, Ch. 15 Inciardi & McElrath, Chs. 42, 43 (Prohibition & Legalization) Inciardi, Ch. 11 MacCoun & Reuter, Chs. 3, 5 Jacobs (1990) Nadelmann (1988) Zimring & Hawkins, Ch. 4
14	4/30	<b>Drug policy reform in the criminal justice system</b>  <b>DEBATE</b>  <b>LAST DAY OF CLASS</b>	Belenko (1993), Ch. 9 Goldberg, Issue 16 Inciardi, Ch. 10 MacCoun & Reuter, Part IV, Chs. 13-15 Zimring & Hawkins, Chs. 7 - 8 <b>Optional:</b> Reuter (1995)
15	5/6 – 5/7	<b>UNIVERSITY STUDY PERIOD</b>	
16	5/8-5/14	<b>FINALS WEEK - PAPER #2 DUE 5/9</b>	

**\*\*\*KEY DATES TO REMEMBER\*\*\***

2/4	Last day to drop class
3/5	Paper #1 due
3/26	Mock Legislative Hearing
3/31	Last day to withdraw from class
4/30	Debate
4/30	Last day of class
TBA	Final paper due