

**SUL ROSS STATE UNIVERSITY- RIO GRANDE COLLEGE DEL
RIO * EAGLE PASS * UVALDE
DEPARTMENT NATURAL AND BEHAVIORAL SCIENCES
CRIMINAL JUSTICE PROGRAM
COURSE SYLLABUS
SUMMER I, 2022**

COURSE TITLE: CRIM 4335: Drug Ident., and the Law

COURSE PERIOD: Online Web Course(June 1-day 1 / July 5- last day)

PROFESSOR: Dr. Sergio J. Gonzalez

Email All email correspondence to Sul Ross State University email @:sjg17iz@sulross.edu

BIOGRAPHY:

January 1, 1999-Present: Court-At-Law Judge, Val Verde County.

August 2017 – Present: Adjunct Professor at Sul Ross State University Rio Grande College

November 2, 1990-1998: General Practice of Law with Law Offices of Gonzalez, Gonzalez & Gonzalez, 313 Pecan Street, Del Rio, Texas. Criminal Felony & Misdemeanor, Juvenile, Divorce & Child Custody, Protective Orders, Child Protective Services, Probate, Guardianships & Civil Matters.

May 4, 1986: Juris Doctorate Degree, O.W. Coburn School of Law, Oral Roberts University, Tulsa, Oklahoma.

August 14, 1981: Bachelor of Arts Degree, St. Mary's University, San Antonio, Texas. May

2, 1976: Del Rio High School Graduate, Del Rio, Texas.

CONTINUING LEGAL EDUCATION STUDY HOURS:

January 1, 1999-Present: 699.00 Total CLE; 105.75 Total Ethics, State Bar of Texas.

OFFICE: Faculty Building 205, Del Rio Campus

COURSE DESCRIPTION: This Course has been designed to provide a thorough understanding of drug identification and enforcement. It will examine the history of illicit drugs, their biological, pharmacological, psychological and sociological explanations; it will provide an understanding of the law and procedures pertaining to illicit drugs; explore the characteristics of addiction and the financial cost of enforcement, education, and treatment, as well as the high cost to American lives and drug-related crime will be thoroughly examined.

COURSE MATERIALS: This course will require MindTap for Drug Use and Abuse: A Comprehensive Introduction, 9th Edition by Abadinsky (2018 Cengage). It is important to note that MindTap is required. Do not be scammed by purchasing a used textbook without MindTap.

Purchase Options (pick one): MindTap Access Only (eBook is included) – either of the following ISBNs will grant you access to online materials.

Printed Access Code ISBN: 9781305961609

Instant Access Code ISBN: 9781305961593

MindTap Access + Loose-leaf – either of the following ISBNs will grant you access to MindTap and provide a loose-leaf copy of the textbook.

MindTap Access + Bound Book – either of the following ISBNs will grant you access to MindTap and provide a bound copy of the textbook.

Printed Access Code Bundle ISBN: 9781337537117

Instant Access Code Bundle ISBN: 9781337537100

To Access MindTap, visit the “MindTap Getting Started” Section within Blackboard. Follow the directions provided in the MindTap – Getting Started Training Video.

ACADEMIC SUCCESS: Students enrolling in online Web Courses at Rio Grande College must be aware that such courses are not self-paced and require considerable vested time in order to meet requirements. Students should be prepared to devote a considerable amount of time to accomplish the requisites in this course.

COMPUTER LABS: Rio Grande College computer labs are open Monday – Thursday 8:00AM - 10:00 PM and Friday 8:00AM – 5:00PM. Computer labs are not open weekends. However, students may avail themselves to the SWTJC computer labs with a valid ID. Online web course students should have available a high-speed internet connection on a regular basis for off-campus course work, exams, assignments and research.

DISHONESTY: Academic cheating and plagiarism is not acceptable behavior. It violates university policy and human ethics. If a violation occurs the penalty will result in the grade of “F” for the semester.

EXAMINATIONS & ASSESSMENTS: Exams and assessments have been structured to mandate maximum participation in this self-directed course of study.

There will be a You Decide assessment and a chapter reading exam each week.

Chapter reading assignments, research and writing endeavors are of the utmost importance in student assessment and evaluation.

Exams will consist of multi-formatted questions taken from weekly reading assignments. It is recommended that all exams be taken in the computer laboratory on the Rio Grande College campus. However, this is not required. Exams may be taken at any location using a high-speed internet connection (No cell phones).

Syllabus provides weekly assignments, exams, dates & times & accessible through Blackboard. Student must have an Cengage account.

Exams may not be copied, saved or returned to later.

Students are advised NOT to use a cell phone for tests; it may be detrimentally affected by service disruptions. Please note that no exams will be reset due to student omissions and/or mistakes.

NO MAKE-UP EXAMS: If a student for any reason:

- fails to take an exam
- fails to complete an exam
- fails to submit an exam ...will result in a failing grade.

The professor assumes no responsibility for student omissions or technology issues.

GRADING SCALE:

380 - 440 = A

320 - 379 = B

260 - 319 = C

200 - 259 = D

0 - 199 = F

SEMESTER GRADES & CHAPTER OBJECTIVES:

Final semester grades are reported to the Office of Admissions & Records. Student grades are posted on Banner for review at the conclusion of each semester. Detailed Chapter Learning Objectives stated below.

Each Chapter has a Chapter Exam & therefore no Final Exam required. Chapter 1: An Introduction to Drug Use and Abuse

Learning Objectives

Chapter 1 will enable the reader to:

- Distinguish between drug *use* and drug *abuse*
- Understand the misuse of prescription drugs
- Learn how synthetic substances mimic the effects of popularly misused drugs
- Appreciate that there is no biological distinction between legal and illegal drugs
- Learn how alcohol influences the debate on drug misuse
- Recognize the difference between recreational and compulsive drug use
- Understand the critical importance of dysfunction in assessing drug use
- Appreciate the conflict between science and social values in discussing drugs
- Learn why societal views of drug use are based on those with problematic drug use
- Appreciate how availability influences who misuses drugs
- Understand the two primary methods for determining the amount of drug use

Chapter 2: History of Drug Use and Drug Legislation

Learning Objectives

Chapter 2 will enable the reader to:

- Know how perceptions, beliefs, and attitudes with little empirical foundation influenced drug policies
- Appreciate how drug policy is handicapped by the lack of adequate data on the extent of drug use at earlier periods in our history and of alcohol use during Prohibition

- Learn how drug policy often reflected popular prejudices against racial and ethnic groups
- Understand why big business supported Prohibition
- Learn how Prohibition led to widespread disregard for law, corruption, and development of organized crime
- Appreciate how the repeal of Prohibition led criminal organizations into the drug trade
- Know that until 1914, morphine and heroin were available without a prescription
- Understand how opium was forced upon China by European powers
- Know that Chinese government's opposition to opium led to the "Opium Wars"
- Learn about the 1906 Pure Food and Drug Act
- Understand that American support for a ban on opiates was the result of international, not domestic, issues
- Learn how the Harrison Act impacted the medical profession
- Appreciate the effect of federal drug enforcement against physicians who dispensed opiates to addicts
- Understand how demographics influenced public interest in drugs
- Learn the role of the media in the rise of cocaine use in the 1960s
- Learn about the emergence of crack in the 1980s and its diminished use by 1989
- Appreciate how state laws against marijuana were connected to Mexican immigration
- Recognize the influence of drug scare campaigns
- Understand the influence of changes in the marijuana-using population
- Learn why the Food and Drug Administration launched a widespread antiamphetamine campaign in the 1960s
- Appreciate the history of barbiturate use
- Learn how heavy advertising influenced the use of tranquilizers
- Understand the connection between hallucinogens and the antiestablishment movement of the 1960s
- Learn why during the 1960s there was greater interest in drug research and treatment
- Appreciate how drugs became a major political issue in the 1970s and 1980s
- Recognize the connection between increased use of methamphetamine and heroin and increased supply in the twenty-first century

Chapter 3: The Biology of Psychoactive Substances

Learning Objectives

Chapter 3 will enable the reader to:

- Understand the central nervous system (CNS)
- Learn how information is transmitted to the brain
- Appreciate the influence of psychoactive drugs on the CNS
- Recognize the importance of dopamine
- Learn how continued drug use influences the CNS
- Understand the purpose of monoamine oxidases and reuptake
- Appreciate why adolescents are particularly vulnerable to drug misuse
- Understand why the same substance can have a different impact on different people
- Distinguish the disease model of drug use from other explanations
- Appreciate how genetic factors play an important role in the vulnerability to drug dependence
- Learn the limitations of drug research
- Understand the confounding effect of polydrug use
- Appreciate the neurological effects of mixing drugs
- Recognize how the method of ingestion influences the speed at which a drug enters the CNS
- Appreciate the role of tolerance in drug use
- Learn how cues can inspire a return to drug use
- Know the effects of drugs on a fetus

Chapter 4: Stimulants

Learning Objectives

Chapter 4 will enable the reader to:

- Learn the effects of various stimulants
- Understand how length of effect is related to method of ingestion
- Appreciate how physiological abnormalities can explain stimulant misuse
- Recognize the medical uses of cocaine
- Know how cocaine produces its effects
- Understand how depletion of dopamine can lead to greater use of cocaine
- Appreciate the connection between cocaine and the “fight-or-flight” mechanism
- Learn the effect of cocaine on blood vessels
- Distinguish crack from powdered cocaine
- Recognize cocaine withdrawal symptoms
- Appreciate the connection between cocaine and sex
- Learn the effects of methamphetamine use

- Recognize the dangers of the clandestine manufacture of methamphetamine
- Understand the characteristics of methamphetamine tolerance
- Learn how amphetamine is used in medicine
- Understand the dangers and withdrawal symptoms of nicotine
- Learn the role of nicotine receptor sites in the central nervous system
- Understand how nicotine effects lead to chain smoking
- Recognize the many dangers of cigarettes
- Understand electronic cigarettes
- Learn about cathinones
- Recognize the use of selective serotonin reuptake inhibitors
- Appreciate the characteristics of caffeine

Chapter 5: Depressants

Learning Objectives

Chapter 5 will enable the reader to:

- Learn that studies reveal a relationship between chemical deficiencies and the propensity for addiction to depressants
- Appreciate that endorphins have many of the characteristics of morphine
- Understand how endorphins help deal with stress and pain
- Recognize that endorphin receptor sites are receptive to opiates
- Recognize that people with an endorphin deficiency have difficulties handling stress and are at risk for addiction to opiates

- Know how an endorphin deficiency may be genetic or the result of using large amounts of opiates
- Learn that chronic use of heroin may increase hypersensitivity to stress that can perpetuate dependency
- Recognize that increases in prescription painkiller overdoses have made it difficult to persons suffering from pain to get the drugs they need
- Understand that only when purity levels are high does smoking heroin become feasible
- Learn the four different effects a user experiences from ingesting heroin
- Recognize that occasional users of heroin avoid dependence
- Learn how a heroin overdose can be fatal
- Understand why tolerance causes heroin users to increase their dosage
- Appreciate that withdrawal symptoms tend to be the opposite of effects produced by a drug
- Recognize the connection between heroin tolerance and a fatal overdose
- Learn about the use of synthetic opiates
- Understand the danger of the nonmedical use of fentanyl
- Learn how barbiturates are used in medicine
- Appreciate how despite tolerance, barbiturates can be fatal
- Distinguish barbiturates from benzodiazepines
- Learn why Rohypnol is banned in the United States
- Understand the similarities and differences between alcohol and other depressants
- Appreciate how alcohol can cause a general loss of selfrestraint
- Learn that people with particular inherited characteristics are at risk for alcohol addiction
- Understand how tolerance affects those who drink on a regular basis
- Appreciate that withdrawal from alcohol addiction can be fatal
- Learn that heavy drinkers may suffer from liver disease and drinking by pregnant women is linked to fetal alcohol disorders

Chapter 6: Hallucinogens, Marijuana, Inhalants, and Prescription Drugs

Learning Objectives

Chapter 6 will enable the reader to:

- Learn how hallucinogens cause their effects
- Appreciate how expectations influence reactions to LSD
- Recognize when LSD can be dangerous
- Distinguish Bromo-Dragonfly from LSD
- Appreciate how street names for PCP are a reflection of its effects
- Learn about the variety of natural substances that produce effects similar to those of synthetic hallucinogens
- Understand Ecstasy, the common name for MDMA
- Distinguish ketamine from PCP
- Learn about natural hallucinogens such as salvia, ayahuasca, peyote, and mesquite
- Understand the qualities of marijuana
- Learn why synthetic marijuana can be dangerous
- Appreciate adolescent misuse of volatile chemicals
- Understand the three classes of prescription drugs that are commonly abused
- Recognize how prescription monitoring by government can compromise legitimate pain treatment practices

Chapter 7: Psychology and Sociology of Drug Use

Learning Objectives

Chapter 7 will enable the reader to:

- Learn how misuse of psychoactive substances can be understood in terms of “nature v. nurture”
- Appreciate that large numbers of drug abusers never demonstrated antisocial behavior in childhood and a substantial number of conductdisordered children never develop alcohol or drug problems as adults

- Understand how the five stages of psychological development can be linked to drug abuse in an adult
- Know the three corresponding psychic phenomena that develop during these stages
- Learn why adolescent drug users fail to achieve psychological adulthood
- Appreciate why heroin is particularly attractive to adolescents
- Understand how behaviorism explains drug use
- Appreciate why some persons will continue to use drugs in the face of great hardship
- Recognize how heroin and alcohol can set in motion a cycle of continued use
- Learn the rewards of stimulant use
- Appreciate the sociological perspective of drug use
- Recognize how ethics restrict drug research
- Appreciate that sociological studies have found that drug use is typically abandoned when the person reaches adulthood
- Understand why sociology cautions us to distinguish drug use that is situational and transitional from drug dependence or addiction, which is compulsive and dysfunctional
- Learn the stages an alcoholic passes through on the way to becoming addicted to alcohol
- Understand the high-functioning alcoholic
- Understand why a heroin user recognizes its dangers, but continues to use it
- Understand how strain can lead to a retreat to drug use
- Appreciate the connection between differential association and initiation into drug use
- Learn how social control theory explains drug use
- Appreciate how drift and labeling impact adolescent drug use

Chapter 8: Preventing and Treating Drug Use

Learning Objectives

Chapter 8 will enable the reader to:

- Understand why effective prevention has proven to be as elusive as effective treatment
- Recognize the shortcomings of drug prevention programs
- Understand how risk factors may not be the cause of drug misuse
- Learn the models of prevention programs that focus on school-age children
- Learn that there is an absence of evidence showing that educational efforts are successful in preventing drug use
- Understand the relatively high rate of drug misuse by doctors

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- Recognize that most teenagers who occasionally use drugs suffer no longlasting negative effects
- Learn why it is misleading to focus on the purported success of some peer programs
 - Learn the drawbacks and limitations of drug testing
- Appreciate how a treatment response may be based on the societal definition of “abuse” rather than on the properties inherent in a drug
- Understand the private drug treatment industry
- Learn the medications used to treat nicotine addiction, alcohol abuse, heroin abuse, and prescription painkiller abuse
- Learn how methadone and buprenorphine are used for maintenance treatment
- Appreciate why heroin addicts who do not want to discontinue use may go into treatment
- Recognize the two major categories of psychologically based treatment
- Learn how drug antagonists are used in treatment
- Appreciate how **aversion techniques** are used to deal with the problem of drug cues
- Appreciate that **cognitive behavior therapy** strives to have drug abusers understand their cravings and develop coping skills
- Understand the use of motivational interviewing in drug treatment
- Learn how drug courts operate
- Recognize criticism of drug courts
- Understand the therapeutic community
- Appreciate criticism of short-term chemical dependency and private residential programs
- Understand the approach of Alcoholics Anonymous to alcoholism
- Recognize criticism of and alternatives to Alcoholics Anonymous
- Understand why evaluating treatment effectiveness is so difficult

Chapter 9: The Drug Business

Learning Objectives

Chapter 9 will enable the reader to:

- Appreciate that only the law of supply and demand governs the drugtrafficking market
- Learn the elements the drug business shares with the business of selling legal products
- Learn that the source of chemicals needed to manufacture drugs such as methamphetamine is mainly China
- Understand the compartmentalized structure of drug organizations
- Appreciate the links between terrorist organizations and drug traffickers
- Know why Colombians have been able to dominate the cocaine industry

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- Learn about the battle between Marxist and right-wing paramilitaries in Colombia
- Understand the struggle by Mexican-based trafficking organizations to control “plazas”
- Understand why the Mexican government has been limited in efforts against drug cartels
- Learn the connection between politics and drug trafficking in the Golden Triangle and the Golden Crescent
- Recognize how efforts against drug trafficking often conflict with American foreign policy
- Appreciate the novel ways of drug smugglers
- Learn why there is so much violence in the drug business
- Appreciate the unintended consequences of drug law enforcement
- Understand the disagreement over the effects of displacement
- Learn why production of methamphetamine has blossomed in parts of rural America
- Understand money laundering

Chapter 10: Drug Laws and Law Enforcement

Learning Objectives

Chapter 10 will enable the reader to:

- Appreciate that the single most important precipitating factor in drug misuse is degree of access
- Learn how drug law enforcement is hampered by constitutional restrictions, jurisdictional limitations, and corruption
- Understand how the Fourth Amendment and the “exclusionary rule” place limits on drug law enforcement
- Recognize how the structure of American government impacts efficient drug law enforcement
- Understand how U.S. efforts against drug abuse are limited by national boundaries
- Learn how the easy availability of large sums of money and the clandestine nature of the business makes drug law enforcement vulnerable to corruption
- Distinguish between reactive and proactive law enforcement
- Recognize that corruption is often intertwined with the problem of informants
- Understand why conspiracy statutes are often used against drugtrafficking groups
- Distinguish between criminal and civil forfeiture laws
- Learn the five levels of drug law enforcement
- Know the federal departments responsible for drug law enforcement

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- Understand the *controlled buy* tactic in drug law enforcement
- Appreciate that the Coast Guard and Customs and Border Protection are not bound by Fourth Amendment protections
- Learn how the Posse Comitatus Act restricts the use of the military in civilian law enforcement
- Recognize how INTERPOL aids global law enforcement
- Appreciate problems in street-level enforcement
- Recognize how capitalism conflicts with efforts against drug trafficking
- Understand the downsides of street-level law enforcement

Chapter 11: U.S. Drug Policy

Learning Objectives

Chapter 11 will enable the reader to:

- Appreciate the two basic models for responding to the use of dangerous substances
- Understand how the official response to a particular substance determines the manner in which the user of that substance will be treated
- Realize that our response to easily abused substances is not based on their degree of danger
- Learn that evidence fails to find that successful law enforcement has a significant effect on drug prices
- Understand the unintended consequences of drug enforcement
- Recognize the racial implications of the “war on drugs”
- Learn why incarcerating only violent drug users is not feasible
- Understand why increasing penalties for drug trafficking is an unrealistic strategy
- Recognize the effects of successful drug interdiction
- Learn the unintended consequences of attempting to control drugs at their source
- Understand how U.S. efforts against drug trafficking are often secondary to foreign policy considerations
- Appreciate that drug policy is often driven by news stories
- Learn that the “harm reduction” approach is a response to the limited effects of prevention and treatment
- Understand that a major problem with instituting any changes in policy is measurement of results

Chapter 12: Global Drug Policy

Learning Objectives

Chapter 12 will enable the reader to:

- Learn that around the globe there is an extreme range of drug policies, from legalization and harm reduction to execution
- Understand decriminalization
- Realize that most of the harmful aspects of heroin use are the result of it being illegal
- Learn the practical advantages of legalization
- Understand the connection between the disease theory of addiction and legalization
- Realize the important disadvantages of legalization

- Understand that any discussion of drug policy is conditioned on views of drug use and on the particular theory that one adopts:
 - drug use is a disease with a physiological basis
 - drug use is a psychological condition or personality disorder
 - drug use is a response to oppressive social conditions
 - drug use is simply the pleasure-seeking activity of hedonistic individuals
- Realize that insofar as social conditions drive drug misuse, a meaningful response would be prohibitively expensive
- Learn the three broad models of legalization
- Understand the arguments of critics of prohibiting the nonmedical use of certain psychoactive substances
- Recognize that while drug policy in the United States has changed little since the Harrison Act in 1914, significant changes have occurred elsewhere
- Learn harm reduction policies
- Realize that harm reduction is an alternative to supply reduction and demand reduction policies
- Recognize that the focus of harm reduction is on reducing the risky consequences of drug use rather than on reducing drug use per se
- Learn that the harm reduction approach is popular throughout Europe where officials generally avoid the “drug warrior” approach
- Distinguish between decriminalization and legalization

NOTE: Course is self-paced. Chapter Assignment Activities student engagement, time, scores data is provided to Professor. In order to successfully progress in this course each student MUST engage in each chapter assignment activity.

STUDENT LEARNING OUTCOMES (SLO): The graduating student will

(SLO 1) Content Knowledge: Students will demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.

(SLO 2) Research Skills: Students will demonstrate competency in the application of basic research methods to include: research design, statistical analysis, and uses of empirical findings and interpretations.

(SLO 3) Critical Thinking Skills: Student will demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. *[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]* The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA (Americans with Disabilities Act)

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick, Student Services 830-279-3003 or kbiddick@sulross.edu .