

Module specification

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TBC	SOC478
Module title	Drugs, Alcohol and Crime
Level	4
Credit value	20
Faculty	FSLS
Module Leader	Jo Prescott
HECoS Code	100484
Cost Code	GACJ

Programmes in which module to be offered

BA (Hons) Criminology and Criminal Justice	Optional
BA (Hons) Law and Criminal Justice	Optional

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching ours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	May 2021
With effect from date	September 2021
Date and details of revision	NA
Version number	1

Module aims

This module will explore the range of drugs that are currently available with emphasis placed on their risks and effects. The module will also address how the criminal justice system responds to substance misuse and its role in offending behaviour.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Examine the legal framework relating to drug and alcohol use.
2	Distinguish between the range of drugs which are currently used and appreciate their risks and effects
3	Explore the different ways of understanding dependence: social, physical and psychological.
4	Appreciate the contradictions and ethical issues in the way legal and illegal drugs are perceived.
5	Identify the differing needs of the individual drug user compared to risks they pose to the wider community.

Assessment

Indicative Assessment Tasks:

In class 2 hour test conducted using Moodle

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-5	Multiple Choice Questions	100%

Derogations

None

Learning and Teaching Strategies

The learning and teaching strategy is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active, and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching Panopto videos; undertake Other Indicative Reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

Indicative Syllabus Outline

The prevalence of recreational substance use
Who takes drugs and why
The range of drugs, risk and effects
Drug use the law and drug taking
The illegal - legal divide
Patterns of drug use
Understanding physical, psychological and social dependence
Abstinence, harm reduction and ethical issues
The impact of drug and alcohol abuse upon the community
The drugs and crime connection

Indicative Bibliography

Essential Reads:

Bean, P. (2014), *Drugs and Crime*. London: Routledge

Gage, S. (2020), *Say Why to Drugs: Everything You Need to Know About the Drugs We Take and Why We Get High*. London: Hodder and Stoughton.

Nutt, D. (2020), *Drugs Without the Hot Air: Making Sense of legal and illegal drugs*. Cambridge: UIT Cambridge.

West, R. and Brown, J. (2013), *Theory of Addiction*. 2nd Ed. Oxford: John Wiley and Sons Ltd.

Other Indicative Reading:

Babor, T., Caulkins, J., Fischer, B., Foxcroft, D., Humphreys, K., Medina-Mora, E.M., Obot, I., Rehm, J., Reuter, P. and Room, R. (2018), *Drug Policy and the Public Good*. 2nd ed. Oxford: Oxford University Press.

Bennett, T. and Holloway, K. (2009), The Causal Connection Between Drug Misuse and Crime. *British Journal of Criminology*, Vol.49, No.4, pp.513-531.

Hari, J. (2015), *Chasing the Scream: The Search for the Truth About Addiction: The First and the Last Days on the War on Drugs*. London: Bloomsbury Publishing.

Robinson, A. (2016), *Moving on from Crime and Substance Use: Transforming Identities*. Bristol: Policy Press.

Employability skills – the Glyndŵr Graduate

Engaged
Creative
Ethical
Committed
Curiosity
Resilience
Confident
Digital fluency

Organised
Emotional Intelligence
Communication