



BAKER COLLEGE

STUDENT LEARNING OUTCOMES

CRJ3110 Drugs, Crime & Society
3 Semester Credit Hours

Student Learning Outcomes and Enabling Objectives

1. Explore the history of drug use and control in the United States.
 - a. Describe early drug use trends in the U.S.
 - b. Explain the Harrison Act of 1914.
 - c. Describe the drug prohibition era and temperance movement.
 - d. Compare the Eighteenth and Twenty-First Amendments of the U.S. Constitution.
 - e. Explain the Controlled Substances Act portion of the Comprehensive Drug Abuse Prevention Act of 1970.
 - f. Investigate “the war on drugs” declaration.
 - g. Explore global influences on U.S. drug history.

2. Distinguish between narcotics, depressants, stimulants, hallucinogens, and anabolic steroids.
 - a. Determine why some drugs have a higher potential for abuse than others.
 - b. Predict a controlled dangerous substance appearance on the DEA Schedule (I-V).
 - c. Examine the various routes of ingestion and administration for drugs of abuse.
 - d. Investigate adverse behaviors, especially violence, associated with different drugs.

3. Explain how the drug problem affects crime.
 - a. Describe the various ways to define and measure drug-related crime.
 - b. Explore theoretical perspectives about drugs and crime.
 - c. Investigate the relationship between violence and drugs.
 - d. Explain how drug use prevalence is measured, monitored and forecasted among the free, paroled and incarcerated populations.

4. Analyze the criminal justice system’s response to drug abuse and trafficking.
 - a. Explore the goals of federal agencies charged with drug enforcement including the DEA.

- b. Distinguish between intelligence, interdiction, and enforcement efforts to thwart drug trafficking.
 - c. Examine diversionary programs such as drug courts.
 - d. Evaluate the effectiveness of various efforts to reduce drug trafficking and violence including drug provisions of the 1994 Crime Bill.
 - e. Explore ethical issues arising from the criminal justice response such as racial profiling and racial disparities in implementation of mandatory minimum sentencing for crack cocaine.
 - f. Examine international factors and bilateral interdiction with other countries.
5. Examine the role of the Criminal Justice Professional in drug control.
 - a. Examine the importance of drug identification on emergency response, safety, referral, investigation and court presentation.
 - b. Discuss the significance of ethical behavior, especially on criminal drug case outcomes.
 - c. Discuss how familiarization with USC Title 21 (federal drug laws) can equip CRJ professionals.
 - d. Explore how awareness of drug trafficking patterns, and illicit drug trends such as paraphernalia packaging, marking and street names can have bearing on effectiveness.
 - e. Discuss policies requiring drug urinalysis screening for illicit drugs of criminal justice professionals.
6. Examine societal reaction to drug abuse and trafficking.
 - a. Discuss and evaluate drug abuse prevention efforts.
 - b. Identify and discuss the controversies surrounding harm reduction efforts such as providing sterile needles and treatment of addiction with synthetics such as Methadone or Suboxone.
 - c. Explore drug law debates including drug legalization, drug decriminalization, and medical marijuana.
 - d. Explore how social reactions to drug use affect public policy.
 - e. Research emerging drug decriminalization state laws including commerce and distribution.

Big Ideas and Essential Questions

Big Ideas

- Drugs

- Crime
- Society

Essential Questions

1. How does societal reaction affect criminal justice response to drug abuse or drug trafficking?
2. What are the crime nexuses to drug abuse or drug criminal offending?
3. How do we define, study, and solve the drug problem?
4. How does drug policy impact demand, supply, and availability?
5. What affects enactment, decriminalization, or abolishment of drug laws?

These SLOs are approved for experiential credit.

Effective: Spring 2021