SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Fall 2019
Discipline: Psychology
Course Number and Title: PSY 292D Seminar: Special Topics in Psychology (Focus: Views on Drug Use, Addiction, and Treatment Around the World)
Division: Upper
Faculty Name: Dr. Wendy Lynch
Semester Credit Hours: 3

Prerequisites: None

COURSE DESCRIPTION

This course will provide an introduction to biological, psychological, sociocultural, and international aspects of drug use and substance use disorders, or addiction. Topics will include the nature and neurobiology of addiction, physiological effects of drugs of abuse in the brain and body, theories of addiction, and the role of drugs of abuse in different cultures and countries. We will examine how sociocultural and environmental factors, such as gender, social stigma, and opportunities in the environment, interact with biological factors, such as sex, genetics, and age, to influence who uses drugs and suffers from addictive disorders. Emphasis will be placed on societal contributors and responses to drug use and addiction, how these views vary between different countries around the world, such as the United States, Portugal, and Brazil, and how these views influence public policy, and the prevention and treatment of drug use and addiction. Although the focus is on illicit drugs, such as marijuana, cocaine, methamphetamine, and heroin, the use of alcohol and nicotine/tobacco will also be discussed.

LEARNING OBJECTIVES

By the end of this course, my goal is for all students to be able to:

- Explain how public policy affects views on drug use and the prevention and treatment of addiction.
- Explain how biological, sociocultural, and political factors interact to influence drug use and definitions of addiction.
- Compare and contrast views on drug use and addiction between different cultures and countries.
- Discuss the health impact of drug use on individuals and society.
- Apply knowledge in order to better understand the risks and benefits of drug use in society and in one’s own life.

REQUIRED TEXTBOOKS
TOPICAL OUTLINE OF COURSE

The course schedule outlined below indicates questions and topics addressed as well as readings and activities (quizzes, assignments, and exams) for each class meeting. Please note that classes will not cover all aspects of the readings; you are responsible for knowing the content of the readings even if they are not covered in class. I reserve the right to make changes in the schedule of topics and/or activities in light of unforeseen events and/or to adjust to conditions on Semester at Sea.

Depart Amsterdam, The Netherlands — September 9

A1—September 11: Course introduction: a global perspective on drug use and addiction
Reading (prior to class): Toward a Global View of Alcohol, Tobacco, Cannabis, and Cocaine Use: Findings from the WHO World Mental Health Surveys
T/F questionnaire – Not graded
Lecture: syllabus and expectations; field course and comparative port assessment; global views of drug use, effects of policy, and sex/gender differences.

A2—September 13: Introduction to drugs and society: a focus on Poland
Reading: Chapter 1
Reading: EMCDDA, Poland, Country Drug Report
Quiz #1 (first 5-10 min of class): A1 and Readings from A2
Lecture: illicit and legal drugs; extent of use, definitions of addiction, biological and sociocultural considerations. How are drugs presented in society?

Gdansk, Poland — September 15-20

Reading: Chapter 2
Reading: The Historical Foundations of the Narcotic Drug Control Regime
Quiz #2 (first 5-10 min of class): A2 and readings from A3
Lecture: reflect on Poland; history of drug use; overview of theories of addiction; history of international drug policy.

A4—September 23: Why do we need drug policies? - The “War on Drugs” – focus on the US
Reading: Chapter 3
Reading: The Failed War on Drugs
Reading: Officers rue the return of US 'war on drugs'
Reading: Drug Policy Alliance, A Brief History of the Drug War

Quiz #3 (first 5-10 min of class): A3 and readings from A4

Lecture: US drug policy, history and current practices.

A5—September 25: Portugal’s radical drug policy: does it work?
Reading: EMCDDA, Country Drug Report, Portugal
Reading: Drug Decriminalization in Portugal: A Health-Centered Approach
Reading: Portugal’s Example: What Happened After It Decriminalized All Drugs
Reading: How to Win a War on Drugs

Quiz #4 (first 5-10 min of class): A4 and readings from A5
Lecture: case study of Portugal; prep for field class.

Lisbon, Portugal — September 26-28
Cadiz, Spain — September 29 – October 1

A6—October 3: Drug policy and women
Reading: Impact of Drug Policy on Women
Reading: Drug Policy and Women: Addressing the Negative Consequences of Harmful Drug Control

Field Class Assignment (due at the start of the class): Substance Use Policy and Treatment in Portugal
Lecture: reflect on Portugal; gender and cultural differences in stigma; HIV; impact on families.

A7—October 5: New directions after the War on Drugs, and a focus Croatia
Reading: The War on Drugs: Wasting billions and Undermining Economies
Reading: Drug Policy in the Netherlands
Reading: For Safe and Effective Drug Policy, Look to the Dutch
Reading: Country Drug Report: Croatia 2017

Quiz #5 (first 5-10 min of class): A6 and readings from A7
Lecture: war on drug continues; Denmark as a model system; policy and drug use in Croatia.

Dubrovnik, Croatia — October 6-10

A8—October 12: Drug addiction – A chronic relapsing disorder
Reading: Chapter 4
Exam #1 (first 20-30 min of class): A1-A7 (lectures and readings)
Screening: Requiem for a Dream

A9—October 14: Effects of drugs in the brain and a focus on Morocco
Reading: Chapter 5
Reading: EMCDDA, Country Drug Report, Morocco
Lecture: the reward pathway, dopamine, neurobiology of drugs of abuse and the development of addiction; a focus on Morocco.

Casablanca, Morocco — October 15-20
A10— October 22: Addiction as a brain disease: beyond dopamine
Reading: Neurobiologic Advances from the Brain Disease Model of Addiction
Quiz #6 (first 5-10 min of class): A9 and reading from A10
Lecture: neurobiology of addiction, beyond dopamine, chronic relapse; glutamate, other brain regions. Clues in the environment: reflect on Morocco.

A11— October 25: Are only certain people vulnerable to addiction?
Reading: Chapter 16
Reading: Sex and Gender Differences in Substance Use Disorders
Quiz #7 (first 5-10 min of class): A10 and readings from A11
Lecture: addicted personality; pharmacological factors: drug, route of administration; genetic predisposition to drugs, individual differences, sex/gender, age, differences; environmental/social factors: stress, opportunities in the environment, stigma.

A12— October 27: A step away from the “war on drugs”: Ghana’s proposed new drug policy
Reading: Africa and the War on Drugs
Reading: Ghana Strives for a More Humane Drug Policy
Reading: Ghana’s Bold Step Away from the ‘War on Drugs’
Reading: The Alarming Rate of Drug Abuse among the Youth of Ghana
Reading: ATLAS of Substance Use Disorders, Country Profile: Ghana
Quiz #8 (first 5-10 min of class): A11 and Articles
Lecture: a focus on Ghana; political, cultural, and environmental influences on drug use in Ghana; independent field study.

Tema, Ghana — October 28-30
Takoradi, Ghana — October 31 – November 1

A13—November 3: Addiction: a moral failing?
Reading: Challenging the Brain Disease Model of Addiction: European Launch of the Addiction Theory Network
Reading: Is Addiction a Brain Disease?
Lecture: moral failure, choice, not disease; impoverished environments, clues in the environment: reflect on Ghana.

A14—November 5: Cocaine and other stimulants
Reading: Chapter 10
Quiz #9 (first 5-10 min of class): A13 and Chapter 10
Lecture: Epidemiology; cocaine, methamphetamine, caffeine, adderall; mechanisms of action, toxicity.

A15—November 8: Cocaine, the business of drugs, and drug policy and use in Brazil
Reading: Gender Differences in Patterns of Drug Use and Sexual Risky Behaviour among Crack Cocaine Users in Central Brazil
Reading: The Golden Age of Drug Trafficking: How Meth, Cocaine, and Heroin Move Around the World
Reading: ATLAS of Substance Use Disorders, Country Profile: Brazil
Quiz #10 (first 5-10 min of class): A14 and readings from A15
Lecture: culture and sex/gender differences; the business of drugs, focus on Brazil.

Salvador, Brazil — November 10-15

A16—November 16: Heroin, synthetic opioids, and prescription opioid misuse
Reading: Chapter 9
Exam #2 (first 20 min of class): A8-A15
Lecture: epidemiology; mechanisms of action, toxicity. Clues in the environment: reflect on Brazil

A17—November 18: The opioid epidemic – a global problem
Reading: Bleak New Estimates in Drug Epidemic
Reading: The Prescription Opioid Addiction and Abuse Epidemic
Reading: Women Bear Greater Burden of Opioid Epidemic
Quiz #11 (first 5-10 min of class): A16 and readings from A17
Comparative Port Presentations: Group 1
Lecture: culture and sex/gender differences.

A18—November 20: Alcohol
Reading: Chapter 6
Quiz #12 (first 5-10 min of class): A17 and Chapter 6
Comparative Port Presentations: Group 2
Lecture: epidemiology; mechanisms of action, effects on development, toxicity.

A19—November 23: Alcohol – cultural influences and sex/gender differences
Reading: Chapter 8
Reading: ATLAS of Substance Use Disorders, Country Profile: Trinidad and Tobago
Quiz #13 (first 5-10 min of class): A18 and Chapter 8
Comparative Port Presentations: Group 3
Lecture: culture and sex/gender differences.

Port of Spain, Trinidad and Tobago — November 24
A20—November 26: Cannabis/marijuana
Reading: Chapter 13
Quiz #14 (first 5-10 min of class): A19 and Chapter 13
Comparative Port Presentations: Group 4
Lecture: epidemiology, sex/gender and cultural differences; mechanisms of action; effects on emotional development.

A21—November 28: Cannabis/marijuana and benefits of drugs of abuse
Reading: Medicinal Cannabis
Quiz #15 (first 5-10 min of class): A20 and reading from A21
Comparative Port Presentations: Group 5
Lecture: culture and sex/gender differences; is marijuana a gate-way drug; reconsolidation of memories.

A22—December 1: Tobacco and a focus on drug policy and use in Ecuador
Reading: Chapter 11
Reading: Ecuador Could Become First Country in Hemisphere to Legalize All Drugs
Reading: About Drug Law Reform in Ecuador
Reading: ATLAS of Substance Use Disorders, Country Profile: Ecuador
Quiz #16 (first 5-10 min of class): A21 and readings from A22
Comparative Port Presentations: Group 6
Lecture: sex/gender and cultural differences; new tobacco products; mechanisms of action; effects on learning memory; drug policy and use in Ecuador.

Guayaquil, Ecuador — December 2-7

A23—December 9: Prevention
Reading: Chapter 17
Quiz #17 (first 5-10 min of class): A22 and Chapter 17
Comparative Port Presentations: Group 7
Lecture: which programs work? Cultural influences and sex/gender differences

Puntarenas, Costa Rica — December 11-15

A24—December 16: Treatment
Reading: Chapter 18
Lecture: which programs work? cultural influences and sex/gender differences; final thoughts

A25—December 19: Cumulative Final Exam

Arrive San Diego, California — December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class and Assignment:

The Field Class for this course is on Thursday September 26th in Lisboa, Portugal

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

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Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

**Title of Field Class: Drug Policy and Addiction Treatment in Portugal**

**Description of Field Class:** Before the field class, students will learn about Portugal’s policy to decriminalize drug use and the implications of these policies on rates of use and addiction, public health, and modes of treatments in Portugal. Students will also prepare a list of potential questions that may be used during the field class to help guide discussions with public health officials and outreach workers.

The field class will begin with a visit a government office in Lisbon where students will meet with public health officials for a briefing and Q&A session on decriminalization of drug use and its impact on public health, drug use and addiction in Portugal. Next students will take a walking tour of Lisbon which will include a stop for lunch and will end at a Mobile van methadone treatment site. Once at this mobile treatment site, students will have the opportunity to interact with outreach workers, and if possible and appropriate, with drug users participating in the outreach program.

**Field Class Objectives:**

1. Learn how drug policy impacts drug use, addiction, and treatment in Portugal.
2. Learn about how addiction public health officials and service providers operate in Portugal and the main types of treatments provided.
3. Observe first-hand how outreach workers interact with drug users in a community outreach setting.
4. If possible and appropriate, interact with patients and observe first-hand how individuals with substance use disorder in Portugal live – activities they engage in, problems they encounter, and societal expectations of them.
5. Connect theories of drug policy and addiction to real world situations.

**Field Class Assignment – Due October 3rd**

The field class will be worth 20% of your final grade in this course (20 pts total) and will include participation and a written report. Students will be required to attend the field class and be an active participant in the experience (5 points). After the field class, students will be required to write a report on the field class experience with photos or drawings to illustrate specific examples (up to 15 points). This report must be typed, double-spaced, and must include:

1) A summary of the experience, highlighting your personal observations (up to one page; up to 3 points).

2) Application of course concepts (from lectures, class discussions, assigned readings, etc.) to address the following questions (2-3 pages; up to 10 points):
   a. How is substance use disorder (or addiction) defined in this context?
b. What are the main issues with drug use and addiction in Portugal? How are these issues dealt with? How is this different from the US?

c. What are the most prominent issues with regard to addiction treatment, and what are some solutions to these problems?

d. How has decriminalization of drug use changed the landscape of drug use, addiction and/or treatment in Portugal?

Your answers should incorporate concepts discussed in class along with observations from the field class. Students can also discuss other factors that shape definitions of addiction and its treatment in Portugal as well as observations of cultural, gender, socio-economic, or other individual and socio-cultural differences.

3) A conclusion of your findings – what you learned and what you will take away from it (up to 1 page; up to 2 points).

You must include evidence and references to support your views (interviews, class discussions, text book and other readings). Grades will be influenced by both the content of the report (insight and knowledge demonstrated, use of supporting evidence when appropriate) and the clarity and effectiveness of your communication (organization, spelling, grammar). Students will submit their report electronically before the start of the next class after the field class (October 3rd).

Academic Objectives:

1. Learn how drug policy impacts drug use, addiction, and treatment in Portugal.
2. Learn about how addiction public health officials and service providers operate in Portugal and the main types of treatments provided.
3. Observe first-hand how outreach workers interact with drug users in a community outreach setting.
4. If possible and appropriate, interact with patients and observe first-hand how individuals with substance use disorder in Portugal live – activities they engage in, problems they encounter, and societal expectations of them.
5. Connect theories of drug policy and addiction to real world situations.

Independent Field Assignment: Small Group Comparative Port Presentation and Brief Report:

The Independent Field Assignment will be worth 15% of your final grade in this course (15 pts total), and will be completed in small groups and will include a comparative port presentation and a brief report. Over the course of the semester, students will work small groups (3-5) to gather information/data in various ports on how are drugs presented in different countries and how these clues inform social norms for drug use in that culture/country. Groups will then present a comparative analysis of their findings to the class on their assigned day. Presentations should include visual, auditory or other materials (e.g. interviews, billboards, advertisements, newspaper clippings and other cultural artifacts and objects, etc.) to support observations and conclusions. Power point is strongly preferred, but other methods
can be used with prior approval (requests must be made at least 2 weeks before the assigned presentation). The use of photos are strongly encouraged, but please follow the guidelines set by Semester at Sea to ensure that you don’t invade anyone’s privacy or endanger yourself or others. Presentations should be between 5-10 min and must include:

Presentations should include an analysis of differences (i.e., how do these differences reflect views on drug use and addiction and treatment for addiction in these cultures) along with evidence to support your conclusions (from interviews, artifacts from ports, billboards, newspaper clippings, etc). You can focus on specific drugs (e.g., cigarettes, alcohol, caffeine, marijuana, heroin, cocaine, etc) or on drug use and/or addiction in general; you could also focus on a specific factor, such as gender or age differences between cultures. You are expected to integrate material from class and class readings as well as other readings to support conclusions. Photos are strongly encouraged, but make sure you follow the guidelines set by Semester at Sea to ensure that you don’t invade anyone’s privacy or endanger yourself or others. Drawings are also acceptable.

1) A summary of their observations (up to 2 points).
2) A comparative port assessment (at least 2 ports) that includes specific examples/supporting evidence for conclusions made. Presentations must also incorporate concepts covered in lectures, class discussions, and the textbook (up to 10 points).
3) Citations for written resources and information on the in-port data gathering methods used (how many interviews did you do, who you interviewed, how long you spoke with individuals, where your observations took place, etc; up to 2 points).
4) Conclusions from the assessment and from the experience (up to 1 point).

Each group will also turn in a brief (1-page) summary of their presentation including a statement detailing each student’s contributions. This summary should be submitted electronically and is due at the beginning of class on the assigned presentation day.

Each student’s grade will be influenced by the content of the presentation (insight/knowledge demonstrated, use of supporting evidence) and the effectiveness of the presentation (clearly stated message, organization, spelling, grammar). Each student must demonstrate that they have made a significant contribution to the project in order to receive credit.

METHODS OF EVALUATION

In addition to the Field-Class Assignment and the Independent Field Report, students will also be graded on class participation, assignments, quizzes, and exams.

1. **Class participation**: Class participation is highly valued (20% of total grade). Thank you for coming to class prepared–having read the material, completed any homework assignment and ready to share your work and learning with others. The class will be a mixed format of interactive lecture, and individual, pair, and group activities/discussions. This will be an active learning environment, so please interrupt me during lectures with questions or comments about the topic being discussed.
Evidence of participation will be collected at the end of each class (25 classes total, 20 points total, 0.8 points each class) and will include individual, pair, and group notes/assignments. It is your responsibility to make sure that you get credit for class participation by being sure to write your name on note cards/in-class responses at the time they are handed in. These activities will typically not be graded, only checked off as completed.

2. **Quizzes**: Learning from a previous lecture, class activity, and/or reading will be assessed regularly using quizzes (15% of total grade). These quizzes will include a combination of a multiple choice and short answer questions that students will complete independently during the first 5-10 minutes of class. These quizzes will be designed to help solidify and apply the learning, and as such, outside resources (“open book open note”) will be permitted. Students will submit their responses electronically, and may be asked to discuss their responses in class. There will be a total of 17 quizzes over the course of the semester, but I will drop the lowest two (best 15 of 17 quizzes, up to 1 point each). As such, no late or alternate quizzes will be available.

3. **Exams**: This is a cumulative course, not only in the sense that you will develop a cumulative knowledge of psychology, but also because the principles that you learn in the first several weeks of class will be used throughout the semester. Cumulative learning will be assessed in three exams (30% of total grade; up to 10 points each) given during the first 20-30 minutes of class on A8, A16, and A25 (although exam 2 will emphasize material from A8 to A15, and the final exam will emphasize material from A16 to A24). These exams will use the same format as the quizzes (i.e., multiple choice and short answer, open book), and students will complete them independently in class. Students may be asked to discuss their responses in class.

**In Summary, grades in this course will be based on the following:**

- Exams (3 x up to 10 points each, 10% per exam) 30%
- Quizzes (top 15 of 17 quizzes; up to 1 point each, 1% per quiz) 15%
- In-class participation (25 classes, 0.8 points each, 0.08% per class) 20%
- Field-Class Assignment (up to 20 points as described above) 20%
- Independent Field Assignment (up to 15 points as described above) 15%

100%

**GRADING SCALE**

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

| Excellent | Good | Satisfactory/Poor | Failing |
ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

If absent from a lecture, you are responsible for making sure to get the notes from a classmate when you return (lecture slides aren’t distributed). Attendance in the Field Class is mandatory.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student’s home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the Courses and Field Classes page no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.
Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

**RESERVE BOOKS FOR THE LIBRARY**

**AUTHOR:** Johann Hari  
**TITLE:** Chasing the Scream  
**PUBLISHER:** Bloomsbury Publishing  
**ISBN #:** 978 1 4088 57847  
**DATE/EDITION:** 2015

**AUTHOR:** Neil Carrier and Gernot Klantschnig  
**TITLE:** Africa and the War on Drugs (African Arguments)  
**PUBLISHER:** Zed Books Ltd  
**ISBN #:** 978 1 84813 968 8  
**DATE/EDITION:** 2012

**FILM/VIDEO REQUEST**

**Title of Film:** The House I Live In: [http://www.pbs.org/independentlens/films/house-i-live-in/](http://www.pbs.org/independentlens/films/house-i-live-in/)  
**Distributor:** PBS

**Title of Film:** Alcohol Prohibition 1920 - 1933: The truth behind it: [https://www.youtube.com/watch?v=4Bwvzx_N79o](https://www.youtube.com/watch?v=4Bwvzx_N79o)

**Title of Film:** CND 101: A Guide to the United Nations Commission on Narcotic Drugs: [https://www.youtube.com/watch?v=cAJ311bhD_O](https://www.youtube.com/watch?v=cAJ311bhD_O)

**Title of Film:** Hooked: Illegal Drugs and How They Got That Way (Full): [https://www.youtube.com/watch?v=tryZkyvCXs](https://www.youtube.com/watch?v=tryZkyvCXs)

**Title of Film:** Jay Z - The War on Drugs: From Prohibition to Gold Rush [https://www.youtube.com/watch?time_continue=229&v=HSozqaVcOU8](https://www.youtube.com/watch?time_continue=229&v=HSozqaVcOU8)

**How Portugal Successfully Tackled Its Drug Crisis:** [https://www.youtube.com/watch?v=uQJ7n-JpcCk](https://www.youtube.com/watch?v=uQJ7n-JpcCk)

**Glenn Greenwald - Drug Policy in Portugal, 2015:** [https://www.youtube.com/watch?v=nnUMgJKJurY](https://www.youtube.com/watch?v=nnUMgJKJurY)

**The Gendered Impacts of the War on Drugs:** [https://www.youtube.com/watch?v=tBSNJWqQLCE](https://www.youtube.com/watch?v=tBSNJWqQLCE)
The Human Rights Cost of the War on Drugs, 2012: https://www.youtube.com/watch?v=-6P30Wjkn24

Title of Film: Requiem for a Dream (2000)
Distributor: Artisan Entertainment

Title of Film: The Reward Circuit: How the Brain Responds to Natural Rewards and Drugs
https://www.youtube.com/watch?v=7VUlKP4LDyQ

Title of Film: Untold Dangers of Tramadol Abuse, 2015:
https://www.youtube.com/watch?v=5tyYZJ35NJ4

Title of Film: Breaking the Taboo (2011)
Distributor: Espaço Filmes

Title of Film: Traffic (2000)
Director: Steven Soderbergh

Title of Film: Trainspotting (1996)
Director: Danny Boyle

**ELECTRONIC COURSE MATERIALS**

AUTHOR: Julia Kensy, Camille Stengel, Marie Nougier & Ruth Birgin
ARTICLE/CHAPTER TITLE: Drug Policy and Women: Addressing the Negative Consequences of Harmful Drug Control
JOURNAL/BOOK TITLE: International Drug Policy Consortium
VOLUME: 1
DATE: 2012
PAGES: 1-21

AUTHOR: Degenhardt L, Bharat C, Glantz MD, et al.
ARTICLE/CHAPTER TITLE: Association of Cohort and Individual Substance Use With Risk of Transitioning to Drug Use, Drug Use Disorder, and Remission From Disorder: Findings From the World Mental Health Surveys
JOURNAL/BOOK TITLE: JAMA Psychiatry
DATE: March 13, 2019 (online)

**ADDITIONAL RESOURCES**

Toward a Global View of Alcohol, Tobacco, Cannabis, and Cocaine Use: Findings from the WHO World Mental Health Surveys, 2008:
http://journals.plos.org/plosmedicine/article/file?id=10.1371/journal.pmed.0050141&type=printable


The Failed War on Drugs, 2017: [https://www.nytimes.com/2017/12/31/opinion/failed-war-on-drugs.html](https://www.nytimes.com/2017/12/31/opinion/failed-war-on-drugs.html)


Mixed Results for Portugal's Great Drug Experiment, 2011: [https://www.npr.org/2011/01/20/133086356/Mixed-Results-For-Portugals-Great-Drug-Experiment](https://www.npr.org/2011/01/20/133086356/Mixed-Results-For-Portugals-Great-Drug-Experiment)


Sex and Gender Differences in Substance Use Disorders, 2017: https://reader.elsevier.com/reader/sd/D1FCBB9A95A7501A010D675371AEEE58EA7D45A3D39CDA918D52C84FFB69F50E15F465F84D2441D554BB0BA167B724CA

Ghana Strives for a More Humane Drug Policy: http://www.swansea.ac.uk/media/GDPOSitAnalysisJune2018Maria-GorettiAne.pdf

Ghana’s Bold Step Away from the ‘War on Drugs’: https://issafrica.org/iss-today/ghanas-bold-step-away-from-the-war-on-drugs


Gender Differences in Patterns of Drug Use and Sexual Risky Behaviour among Crack Cocaine Users in Central Brazil, 2017: https://bmcpsychiatry.biomedcentral.com/track/pdf/10.1186/s12888-017-1569-7


Podcast: Brazil’s Drug Epidemic: Welcome To 'Crackland', 2013: https://www.npr.org/2013/01/01/168072712/brazils-drug-epidemic-welcome-to-crackland

ATLAS of Substance Use Disorders, Country Profile: Brazil: http://www.who.int/mental_health/evidence/atlas/profiles/bra_mh_profile.pdf?ua=1


ATLAS of Substance Use Disorders, Country Profile: Trinidad and Tobago, 2011: http://www.who.int/mental_health/evidence/atlas/profiles/tto_mh_profile.pdf?ua=1


Ecuador Could Become First Country in Hemisphere to Legalize All Drugs: https://splinternews.com/ecuador-could-become-first-country-in-hemisphere-to-leg-1793847909
